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AUTHOR Drane, H. Tupper
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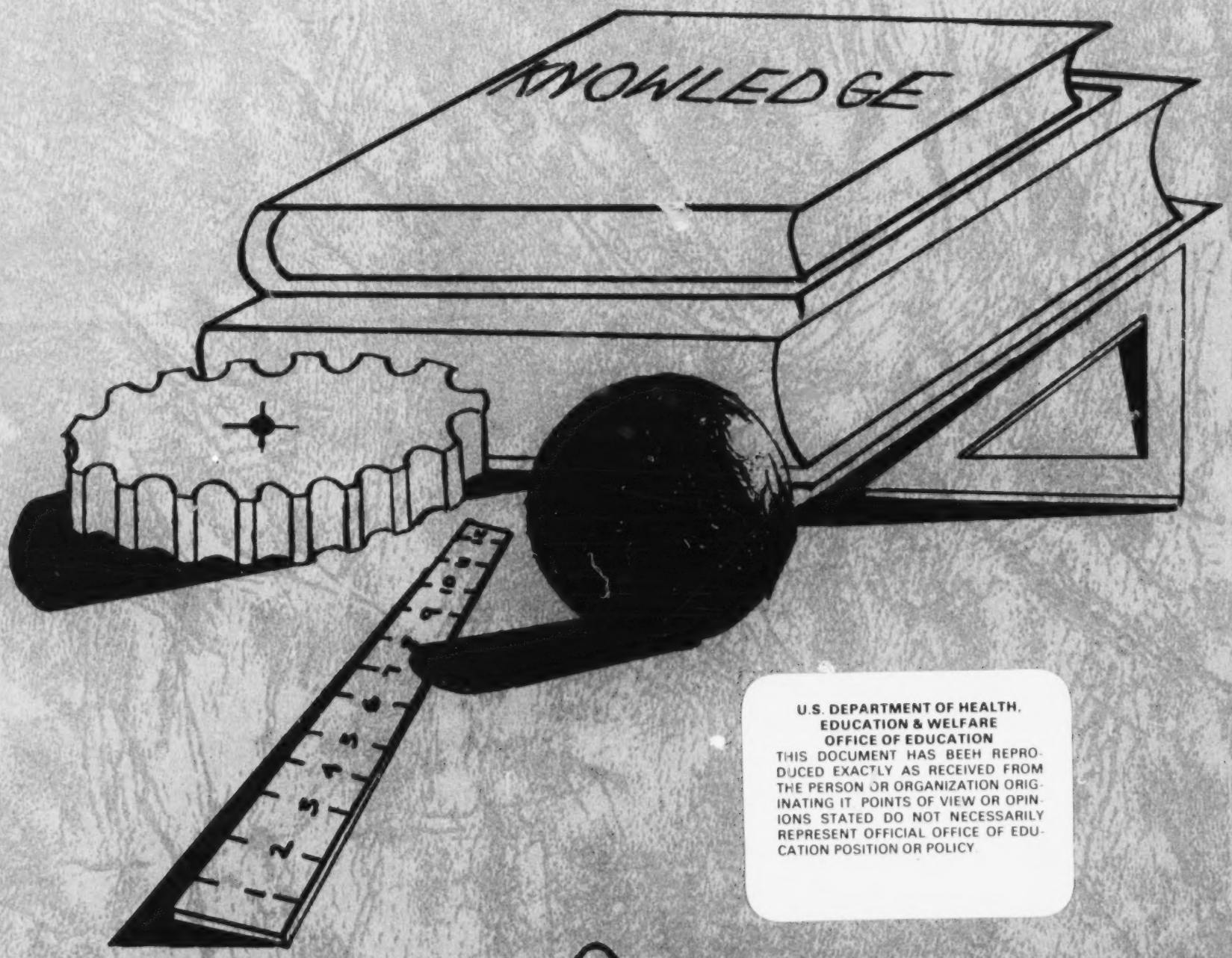
ABSTRACT

Project Stay is a demonstration project of the St. Louis Public Schools, funded under Title VIII of Public Law 90-247, with several programs concentrating on reducing the number of dropouts. The project has the purpose of identifying students who are potential dropouts, determining their individual needs, and developing programs to meet those needs. Six components offer services and activities specifically designed to help students successfully participate in school activities in a manner which would lead to future employment and a rewarding and successful adulthood. The components consist of: work-study programs; increased guidance services; continued education opportunities for pregnant girls; social adjustment classes for students who have difficulty adjusting to the regular classroom environment; instructional and curriculum revision; and, an extensive program of after-school activities. During 1969-71, the project was located in Enright Middle and Soldan High Schools. It will be expanded to include Clark Elementary School during the 1971-72 school year. It was found that, during the second project year, the number of dropouts from Soldan was reduced by 49.8 percent from the baseline year to 22.1 percent over the first project year. Enright had no dropouts during the year. (Author/JM)

ED 061 400

FINAL EVALUATION REPORT
DROPOUT PREVENTION PROGRAM
PROJECT STAY
1970-71



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SAINT LOUIS PUBLIC SCHOOLS

UD 012259

ED 061 400

PROJECT STAY

Under the Provision of Title VIII of Public Law 90-247

PREVENTION OF DROPOUTS PROGRAM

Rufus Young, Jr.	Director
Dannie Franklin	Administrative Assistant
H. Tupper Drane	Evaluator
Jimmie Billups	Principal - Enright Middle School
Paul Dobbs	Principal - Soldan High School
David Mahan	Director Federal Projects
Charles Brasfield	District Superintendent
Ernest Jones	Deputy Superintendent
Clyde C. Miller	Superintendent

St. Louis Board of Education
St. Louis, Missouri

SAINT LOUIS PUBLIC SCHOOLS

July 30, 1971

DIRECTOR
PROJECT STAY
NORTHWEST - SOLDAN DISTRICT
5331 Enright Avenue
St. Louis, Missouri 63112

H. Tupper Drane
Evaluator

PROJECT STAY
A Title VIII Dropout Prevention Program under the Provision of Public Law 90-247

Final Evaluation Report 1970-71

Format. The report will follow the format recommended by the Office of Education Manual For Project Applicants and Grantees, ESEA Title VIII, and the memorandum of July 9, 1971 from the Chief of the Dropout Prevention Program Branch. First, there will be a brief introduction to the report regarding the context in which the project operates. The evaluation findings will follow for the overall project objectives. For each of the project components, the evaluation findings for product, operational process, and management process will be presented. Finally, the management evaluation findings will follow.

Each of the objectives in the evaluation model will be stated. Then the basic factual data will be presented and analyzed, followed by a statement of goal attainment or not, and to what degree. All effort has been made to keep the report brief and free from distracting and irrelevant data.

Conclusions and recommendations will follow at the end of the report.

I. Context of the Project

Project Stay is conducted by the St. Louis Board of Education. The city of St. Louis is a large urban area with a population of 622,000. Like many other urban areas, St. Louis has experienced a decrease in population during the last decade with an exodus of many residents to the suburbs. Approximately 40.9% of the residents of the city are black as of February 1971. Other minority groups are very small in number. While the population has declined, the school enrollment has steadily increased until the last three years, when a decline began to occur.

The city has a large number of poor residents. The latest unemployment rate for the city was 6.5 in 1970 (Bureau of Labor Statistics). The unemployment rate in poverty areas of the city, ranged from 9.8 to approximately 15%. The number of welfare recipients in the city is high. As of May 1971 23,725 residents were receiving welfare (Old Age 13,782; General Relief 2,861; Total Disability 6,407; Blind 675). There were an additional 19,135 families and 53,998 children in these families receiving AFDC payments.

The St. Louis Public School System had an enrollment of 110,425 students for the 1970-71 school year of whom about 65% were black. The schools are organized mainly on a Kg. - 8 and 9 - 12 grade arrangement. There are three middle schools with grades 7 and 8.

During the last decade, the school system has experienced an exodus of white students to the suburbs and Parochial Schools. There has been a corresponding increase in the number of black students in the St. Louis schools.

Prior to Project Stay, the St. Louis schools made extensive efforts to reduce the number of dropouts. Some of the special projects were:

"Combat Team" Project;
Special Tutorial Program for Socially Maladjusted Students;
Ford Foundation Project: Dropouts
Summer and Fall Emergency Project: Dropouts
Cooperative Programs with the Missouri State Employment Service
Neighborhood Youth Corps
Lincoln Opportunity High School
Work-Study Programs

The Office of Education awarded the St. Louis Public Schools a $20,000 planning grant in February, 1970. The grant for the first project year was $750,000. It was increased to $826,000 and $960,000 for the succeeding years.

Project Stay is a demonstration project with several programs concentrating on reducing the number of dropouts. During 1969 - 71 it was located in Enright Middle and Soldan High Schools. It will be expanded to include Clark Elementary School during the 1971-72 school year. The project has the purpose of identifying students who are potential dropouts, determining their individual needs and developing programs to meet those needs. Six components offer services and activities specifically designed to help students successfully participate in school activities in a manner which would lead to future employment and a rewarding and successful adulthood. The com-

ponents consist of work-study programs; increased guidance services; continued education opportunities for pregnant girls; social adjustment classes for students who have difficulty adjusting to the regular classroom environment; instructional and curriculum revision; and an extensive program of after-school activities.

The activities of the project components are described below:

1) Work-Study. The work-study program includes three sub-components: a) the Work Study High School; b) programs with business, industry and agencies; and c) job development. The purpose of the program is to develop skills, attitudes and experiences leading to employment and to provide modest remuneration for students, who work half of their school day.

2) Guidance. The guidance program has three sub-components: a) advisor-student guidance; b) teacher development; c) counselor and social work support. In this program, teachers serve as student advisors and have direct guidance and counseling responsibilities. For this additional role, they receive pre-service and in-service training. Counselors and social workers round out the Guidance Team concentrating effort on the potential dropout.

3) Continued Education. This program is directed towards those girls who, because of pregnancy, would be forced to drop from the regular school program. It includes two sub-components: a day school program, and an evening program. Project Stay has provided for the expansion of the School for Continued Education, established by the Danforth Foundation, so that all pregnant girls from Soldan and Enright can be provided for. Students who do not desire to attend the day program can attend classes in the evening program.

4) Social and Personal Adjustment. This program is designed for students who cannot socially adjust to the regular school program. In a supportive environment, students receive individual work assignments. The program is designed to guarantee student success, and to award subject matter credits when the work is completed.

5) Instructional Revision. This program has four sub-components: a) pre-service training; b) in-service training; c) curriculum diversification; and d) motivation training. An expansion of school courses provides greater choice for students and thereby increases the probability that they will find meaningful courses. Instructional methodology and communication skills are taught in pre-service and in-service training. Motivation training is a part of pre-service training that provides activities where teachers can explore their own motivation and gain insight for developing student motivation. This component is being expanded during the coming year to include a Community Educational Resource

Center and a Counseling Learning Center.

6) After-School Activities. This program has three major areas of activities: a) vocal and instrumental music; b) athletics; and c) interest clubs. These activities are after school hours and not for credit. Each quarter, approximately 600 students at each school participate in 25 to 30 different activities. Since research studies have shown that dropouts do not participate in after school activities, advisors encourage potential dropouts to participate.

Project Stay differs from many dropout prevention projects in that it has components with a broad focus as well as a narrow one. The Instructional Revision, Guidance, and After School Activities components are directed toward the student bodies at large. The Work-Study, Continued Education and Social and Personal Adjustment components are directed toward specific groups of dropout prone students. Thus, the project seeks to reduce dropouts with programs designed specifically for problems that have been identified as well as with components that seek to improve the total school program.

The decade of the sixties showed that while there was a mass of research studies on the dropout, there was a need for the early identification of the potential dropout. In addition, information is needed about dropout rates and factors related to withdrawal among minority and socio-economic groups. Also, more adequate evaluation of curriculum modifications and preventive programs is required. Project Stay attempts to gather such information, make use of programs to develop more effective means and to lower the number of students who each year leave school without completing their secondary education.

II. Overall Project

Purpose I. Successful participation of students in school programs.
Objective 1. Students will remain in school.

Criterion 1. Percentage of dropouts.

Goal and Baseline Data. The rate of dropouts will be reduced 10% from the 1969-70 rate of 11.51%* (S), and the 1968-69 rate of 1.46% (E)*.

*NOTE: The correct rates for 1969-70 were 11.51% and 1.46%. The 13.01% and 1.48% figures reported in the evaluation model were in error; they were calculated without including the dropouts in the denominator.

During the second project year, the number of dropouts from Soldan was reduced 22.1% over the first project year. This amounts to a 49.8% reduction over the baseline year. (These percents of reduction are proportioned to enrollment.) Enright had no dropouts during the year.

TABLE I
Soldan And Enright Dropout Rate

	Soldan				Enright			
Year	Dropouts	Enrollment	%	Change	Dropouts	Enrollment	%	Change
68-69	517	2377	17.86		19	1280	1.46	
69-70	301	2314	11.51	-35.6%	1	1212	0.08	-94.5%
70-71	246	2494	8.97	-22.1%	0	1178	0.00	-100%

A student is considered a dropout if he withdraws from school for any reason other than to transfer to another program of education, or death. All withdrawals from the St. Louis Public Schools are coded. (See Appendix A for a list of withdrawal codes.) The secondary withdrawal system also separates withdrawn students into those 16 or over and those under 16 years of age. The number of withdrawals from Soldan High School by reason code and age is presented in the three tables in Appendix B.

Table II on the following page compares the dropout reduction of Soldan by grade level. It should be noted that success in dropout reduction was realized at the three lower grade levels. Furthermore, the distribution of dropouts by grade level follows the general pattern of increasing to a peak in grade eleven. Table III compares the dropout rates of all regular St. Louis City High Schools for 1970-71. Schools comparable to Soldan in size and location are indicated at the foot of the table.

The goal of reducing dropouts has been met in both schools.

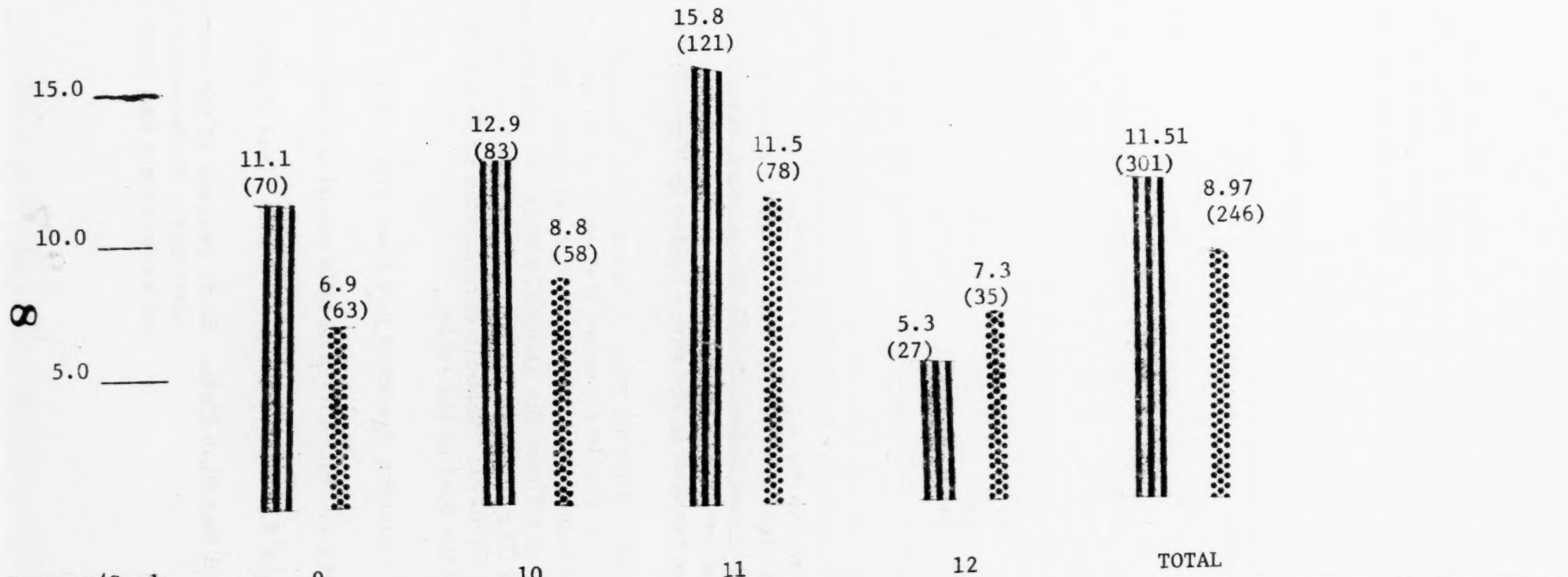
Objective 2. Students will hold positive attitudes toward school.

Criterion 1. Demos Dropout Scale. (See Appendix C)

Goal and Baseline Data. Sixty percent of the students will hold positive attitudes. No baseline data since instrument of assessment has been changed.

FIGURE II

Soldan Dropouts By Grade; 1969-70 and 1970-71



= 1969-70;

= 1970-71

Number of Dropouts is in parenthesis.

Table IIA.

Soldan Dropouts By Grade and Sex, 1970-71

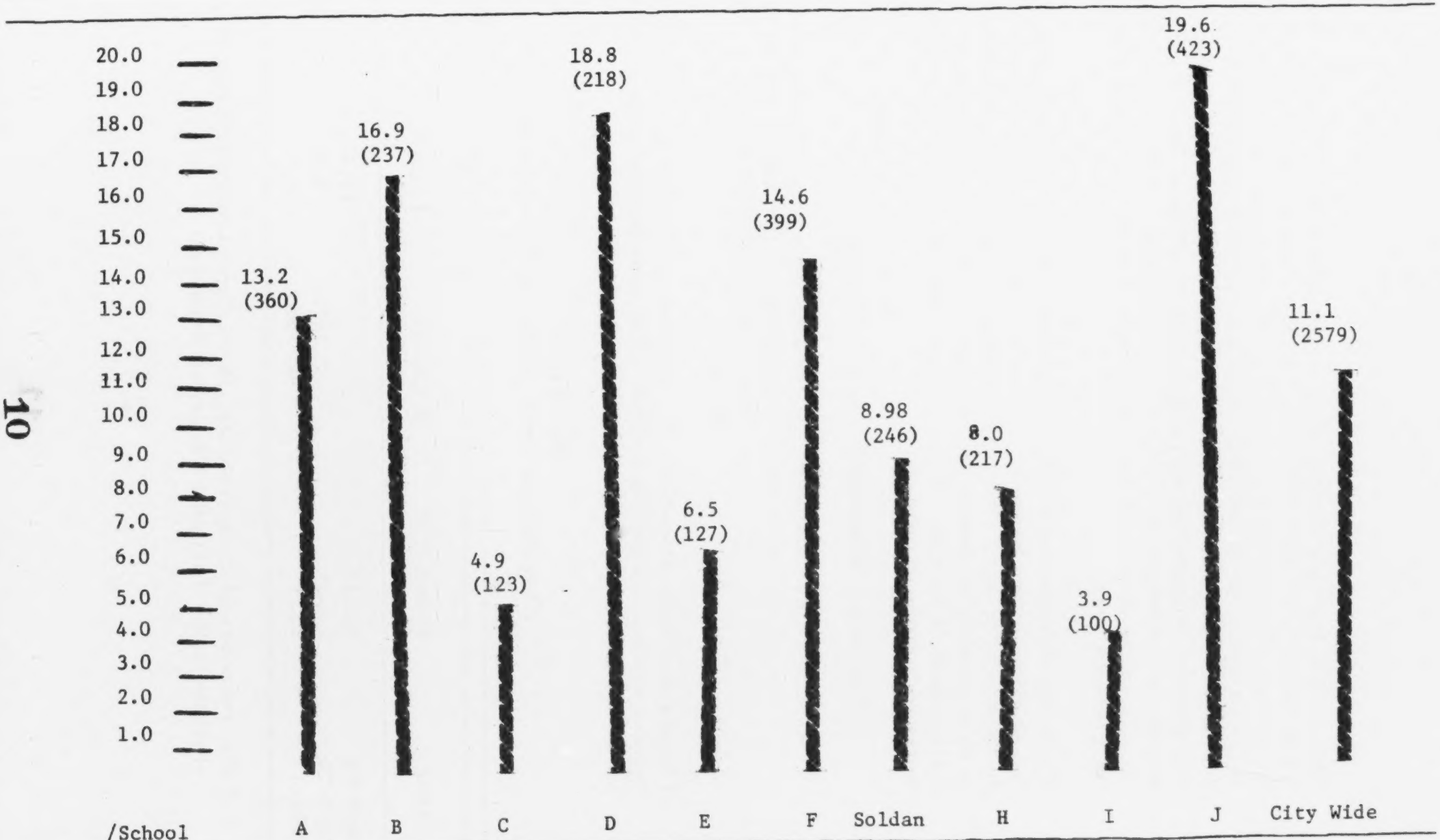
Grade	9			10		
Sex	M	F	T	M	F	T
Dropouts	41	22	63	42	16	58
EOY Enrollment	406	442	848	288	312	600
Percent	9.17	4.74	6.91	12.72	4.87	8.81

Grade	11			12			TOTAL
Sex	M	F	T	M	F	T	
Dropouts	58	20	78	24	11	35	246*
EOY Enrollment	327	272	599	218	229	447	2740
Percent	15.06	6.84	11.52	9.91	4.58	7.26	8.97

*NOTE: The breakdown excludes the twelve Soldan students withdrawn by reason of health; they are included in the total.

FIGURE III

St. Louis Public Secondary Schools
Dropout Rates, 1970-71



Columns A,G,I,J are large inner city schools;
Columns C,E,F,H are other large schools;
Columns B and D are smaller city schools.

This Likert type instrument of 29 items published by Western Psychological Corporation was administered to the total student bodies of both schools. At Enright 1001 students or 82.9% were present for the administration in early October; at Soldan 2423 students or 94% completed the scale. Anyone with a score of 69 or below was considered to have a positive attitude. At Enright 845 students (84.4%) had a positive attitude by this criterion; at Soldan 1976 students (81.5%) had a positive attitude by this criterion. There is no baseline data since the instrument of assessment was changed from the previous year.

While the objective was met as measured by this criterion, one questions the validity of the criterion. There is first of all the problem of the assumptions necessary with all self-report instruments. Further there seems to be a positive response set whenever students are requested to complete instruments of opinion. For these reasons, the following criteria may be better indicators of attitude.

Criterion 2. Absenteeism as determined by ADA.

Goal and Baseline Data. Absenteeism (as measured by percent of average daily attendance) will be decreased 10% from the 1969-70 rate of 13.5% (S) and 8.9% (E).

The average daily attendance is computed at both schools as part of the regular student accounting system. The absenteeism rate is defined as 100 minus the percent average daily attendance.

TABLE IV
Absenteeism Rate: Soldan And Enright Schools

Year	Soldan H.S.	% Change	Enright	% Change
1968-69	13.3*		12.5	
1969-70	13.2*	-0.75%	8.9	-28.8%
1970-71	13.1	-0.75%	10.1	+13.5%

* For purposes of comparability, these figures were adjusted to exclude students in the Terminal Education Program.

From the table it is apparent that the rate of absenteeism at Soldan has remained essentially constant while that of Enright was at first reduced and then increased slightly.

Table V shows the percent attendance for all St. Louis Public Schools for the past two years. The footnote of the table gives schools comparable to Soldan in size and location.

The goal of improving attitude, as measured by rate of absenteeism, has not been met. However, it should be noted that some of the variance in attendance is due to factors independent of attitude, such as health, weather and flu.

Students at the Social Adjustment Centers are counted in the regular student attendance. At Soldan, where the SPAC students are numerous, this has an impact on attendance. These students would have been suspended were it not for the SPAC. When the aggregate days membership and enrollment of the 192 SPAC students while attending the Center is subtracted, the absenteeism rate of the regular student body is reduced to 12.3%.

Criterion 3. Absenteeism as determined by percentile rank.

Goal and Baseline Data. The rank of students absent 20 days or more will be reduced 10% from the 1969-70 PR (22.35)*

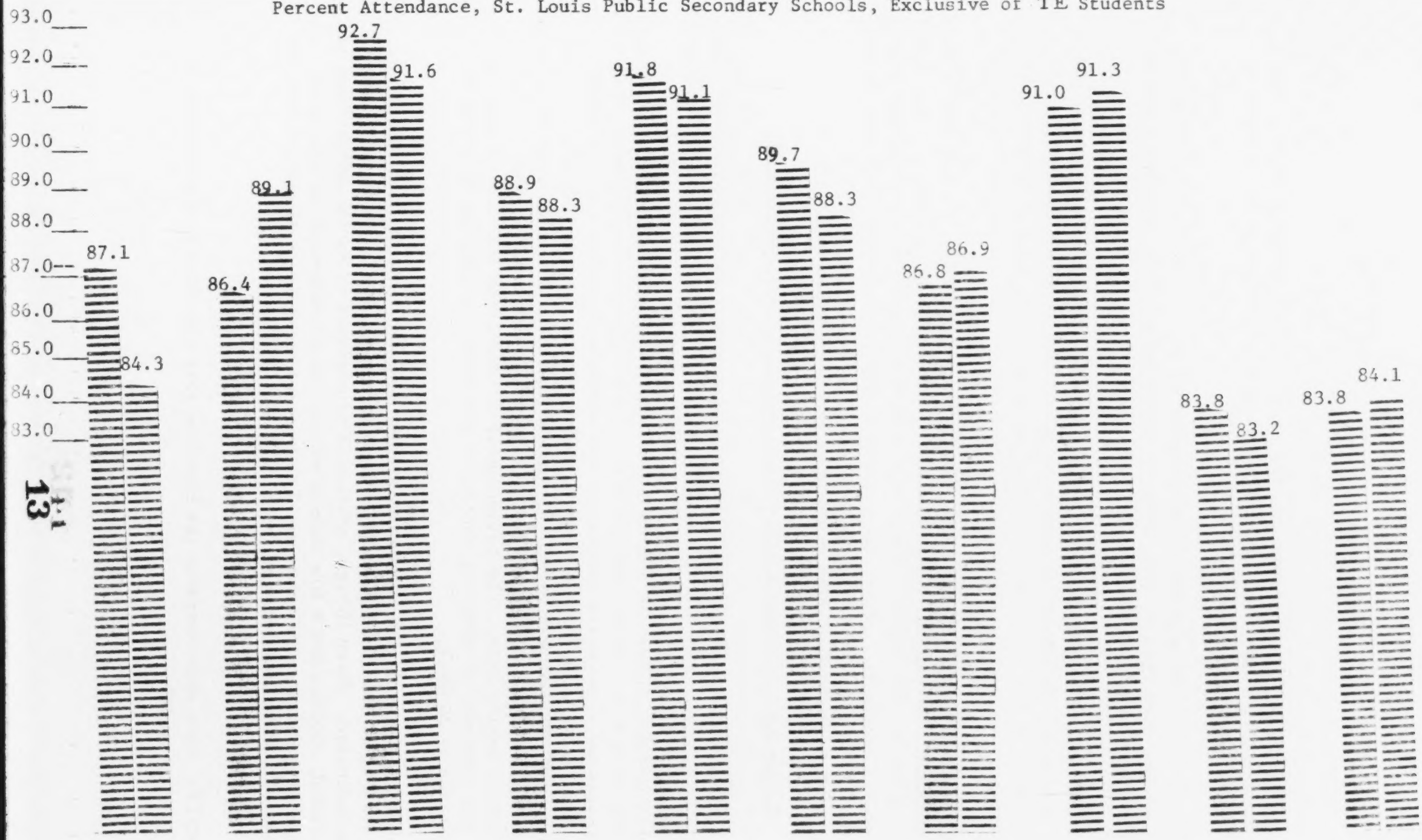
This criterion applies to Soldan only. The data is taken from the Attendance Analysis by Days Absent report of the Student Accounting System. Table VI presents the cumulative frequency distribution of number of days absent for Soldan students for the 1970-71 school year. The cumulative percent through 19 days absent is 76.7%; thus the percent of students absent 20 days or more would be 23.3%. This is essentially the same as the previous year's rate. The project goal of improving attitude as measured by the criterion of reducing excessive absenteeism was not met with the criterion at 20 days.

Table VII presents the number of students absent over 30 days for all St. Louis Public Schools. Schools comparable to Soldan in size and location are indicated. Even though statistics of students in Social Adjustment are included, Soldan has a low rate of excessive absenteeism compared to other large inner city schools. The percent of students absent 30 days or more at Soldan was reduced from 10.4 to 9.7%.

*NOTE: This rate corrects the baseline rate reported in the evaluation model.

FIGURE V

Percent Attendance, St. Louis Public Secondary Schools, Exclusive of TE Students



First Column = 1969-70; Second Column = 1970-71

Columns A,G,I,J are large inner city schools.
Columns C,E,F,H are other large city schools.
Columns B and D are smaller city schools.

TABLE VI

Soldan Attendance Distribution, 1970-71

Days Absent	Freq.	Cum. Freq.	Cum. %	Days Absent	Freq.	Cum. Freq.	Cum. %
0	199		7.3	16	54	1928	70.9
1	137	336	12.3	17	58	1986	73.0
2	159	495	18.1	18	56	2042	75.4
3	173	668	24.5	19	46	2088	76.7
4	134	802	29.5	20	49	2137	78.5
5	144	946	34.8	21	28	2165	79.6
6	125	1071	39.4	22	41	2206	81.1
7	117	1188	43.7	23	44	2250	82.7
8	107	1295	47.6	24	32	2282	83.9
9	121	1416	52.0	25	32	2314	85.0
10	87	1503	55.2	26	31	2345	86.2
11	82	1585	58.3	27	26	2371	87.1
12	76	1661	61.0	28	25	2396	88.1
13	76	1737	63.8	29	34	2430	89.3
14	69	1806	66.4	30	27	2457	90.3
15	68	1874	68.9	Above 30	264	2721	100.0

TABLE VII

Number of Students Absent Over 30 Days St. Louis Public Secondary Schools, 1970-71

School	Student Absence Over 30 Days		Total Number of Students
	Number	Percent	
A	388	14.4	2692
B	18	1.3	1342
C	52	2.1	2488
D	50	4.6	1079
E	56	2.9	1958
F	101	3.9	2615
Soldan	264	9.7	2721
H	46	1.7	2644
I	443	17.3	2567
J	148	7.2	2068

Rows A, G, I, J are large inner city schools;
Rows C, E, F, H are other large schools;
Rows B and D are smaller city schools.

Criterion 4. Perception of Advisors.

Goal and Baseline Data. Advisors will perceive 80% of the students as having positive attitudes toward school. (The 1969-70 percentage was 77.24 (S) and 82.1 (E).

Advisors at both schools were asked to report on students attitudes on a three point scale at the end of each quarter. The scale options were "definitely positive", "undecided", and "definitely negative". Figure VIII displays the percent positive and negative for each quarter for Soldan and Enright.

Compared to the baseline data, advisors' perceptions of student attitudes at both schools seem to be lowered. This could be due to the wording change in the pupil data cards which added the word "definitely" to the extremes of the scale. One trend seems to be apparent in the data; at the end of the year, there were more definite discriminations and fewer undecided judgements.

The project goal was not met as stated. However, the number of students with decidedly negative attitudes was not 20%.

Criterion 5. Suspensions

Goal and Baseline Data. The rate of students suspended will be reduced 10% from the 1969-70 rate of 1.06% (S) and 0.6% (E).

Suspensions of students from school for disciplinary reasons is reserved to the judgement of the principal. With Project Stay, every potential suspendee is offered the opportunity of the Social Adjustment program. Table IX presents the suspensions from Soldan and Enright.

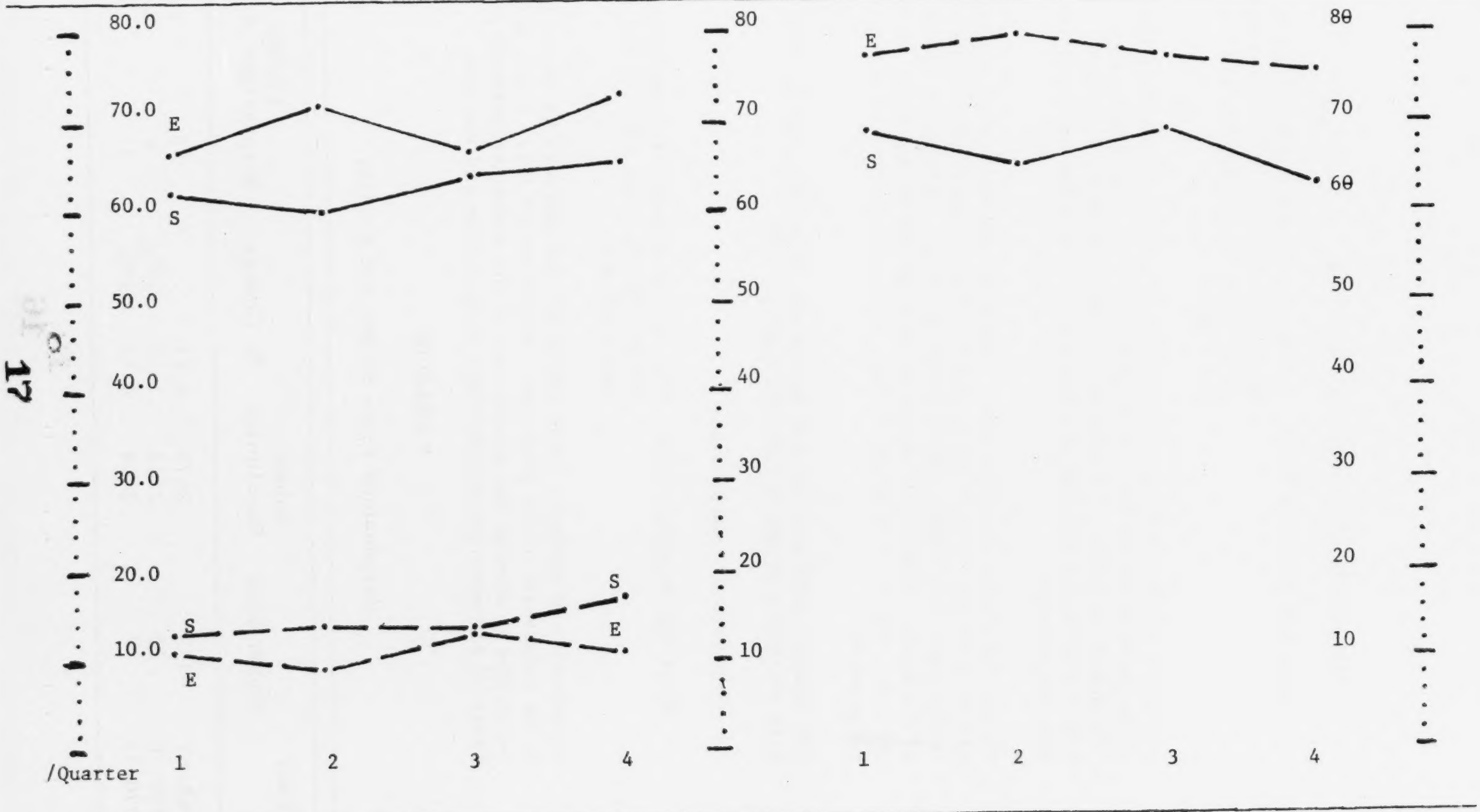
TABLE IX

Suspensions From Soldan And Enright

Year	Soldan				Enright			
	Suspensions	Enrollment	%	Change	Suspensions	Enrollment	%	Change
1968-69	115	2377	4.61		8	1280	0.62	
1969-70	25	2314	1.06	-77%	8	1212	0.65	+5 %
1970-71	3	2494	0.12	-89%	11	1178	0.92	+41%

FIGURE VIII

Student Attitude and Employment From Quarterly
Pupil Data Cards



Positive Attitude
Negative Attitude

Unemployed Soldan
Unemployed Enright

The number of suspensions at Soldan has been drastically reduced. Each year the reduction was well in excess of the project goal of 10%. It can be said that at Soldan the practice of suspensions has been practically eliminated. This is due to the Social Adjustment Program. At Enright, the picture has been more static. The suspension rate has remained practically the same. The change figure is large disproportionate to the reality due to the small base from which it started.

The goal of improvement of attitude as measured by the criterion of decreased suspensions has been achieved at Soldan. The goal has not been achieved at Enright; however, the base rate is already so low that percent variance is magnified.

Objective 3. Factors and causes generally recognized as contributing to students dropping out will be used to identify a set of potential dropouts.

Criterion 1a. Advisor Judgement (1969-70)

Goal and Baseline Data. Potential Dropouts from the previous year (S).

The potential dropouts (c. 400) identified by advisors at Soldan during the 1969-70 project year were flagged in the Project Stay data system. Of the student body at Soldan during the 1970-71 school year, 273 were attending Soldan last year and identified by advisors then as potential dropouts.

The students who dropped out were compared with the predictions. Table X presents these results. This criterion is coded predictor #1 in the table. In the duplicated and unduplicated analysis, this is the single best predictor of dropouts, even better than the judgement of current year advisors (predictor #4).

Criterion 1b. Advisor Judgement (1970-71)

Goal and Baseline Data. At least 10% of the student bodies will be identified as potential dropouts.

At the end of each quarter, when the advisors summarize their pupil data cards, they make a judgement, according to a list of criteria, whether each student in their advisory is a potential dropout or not. Table XI presents the number of students judged to be potential dropouts each quarter by this criterion at Soldan and Enright.

TABLE X

Efficiency* of Dropout Prediction

Soldan 1970-71

Predictor**	No. of DO's	No. Predicted	Percent	Difference from Chance***
0	119	1697	7.01	-1.54
1	13	48	27.08	18.53
2	11	256	4.30	-4.25
3	9	116	7.76	-0.79
4	46	404	11.39	2.84
12	0	3	0.0	
13	14	54	25.93	17.38
14	5	55	9.09	0.54
34	5	54	9.26	0.71
23	1	24	4.17	-4.38
24	2	77	2.60	-5.95
123	3	12	25.0	16.45
124	0	0	0.0	
134	12	85	14.12	5.57
234	3	11	27.27	18.72
1234	3	16	18.75	10.20
Total Predictors	127	1215	10.45	1.90
Dup. 1	50	273	18.31	9.76
Dup. 2	23	399	5.76	-2.79
Dup. 3	50	372	13.44	4.89
Dup. 4	76	702	10.83	2.28

* It should be noted that the names of potential dropouts were given to staff for program treatment.

** The Predictor Codes are:

0 = Not predicted to dropout
1 = Predicted by previous year's advisors
2 = Predicted by Demos D. Scale
3 = Predicted by Overage, Absenteeism and Failure
4 = Predicted by current year's advisors

*** Chance Level is defined as the No. of DO's (246) divided by EOY enrollment (2494) and withdrawals (383) = 8.55%. (Note Chance Level differs from DO rate (8.98%) in that it includes withdrawn students.)

TABLE XI

PDO's By Advisors Judgement, 1970-71

Quarter	Soldan Number	% of PDO's	Quarter	Enright Number	% of PDO's
1	514	46	1	216	72
2	646	54	2	238	72
3	758	59	3	230	76
4	702	57	4	226	74

An examination of Table X reveals that this criterion (predictor #4) performs slightly better that chance in predicting dropouts, whether by itself (46/404) or in combination with other predictors (76/702).

The goal of identifying potential dropouts has been met.

Criterion 2. Statistical Indices.

Goal and Baseline Data. All students satisfying the conditions of overage, absenteeism, and failures during the 1969-70 school year will be considered PDO's for 1970-71.

Three statistical indices were chosen to predict potential dropouts at Soldan. They are: 1) overage (over 1 year); 2) above median absences; and 3) one or more academic or citizenship failures. Since any one of these three indices by itself would account for at least 50% of the student body, it was decided to use the three in conjunction. Thus, to be a potential dropout by statistical criteria, a student would have to meet all three indices. Of the 483 Soldan students identified by the statistical indices from 1969-70 data, 378 were attending Soldan during the 1970-71 year.

An examination of Table X reveals that this criterion (predictor #3) functioned moderately well in conjunction with the predictors, especially last year's advisors (predictor #1).

The goal of identifying potential dropouts was met.

Criterion 3. Demos Dropout Scale.

Goal and Baseline Data. All students satisfying this condition will be considered PDO's for 1970-71.

The Demos attitude scale was administered to both student bodies. Any student with a score of 70 or more on the total scale was considered a potential dropout by this criterion.

TABLE XII

PDO's According To Demos Scale, 1970-71

Soldan	Enright
395	135

An examination of Table X reveals that the Demos Scale as a predictor of dropouts functioned less than at the chance level, whether by itself (11/256) or in combination with other predictors (23/399). The single worse combination of predictors is that of predictors #2 and #4 (2/77), which is six points below chance level.

The goal of identifying potential dropouts was met; although this criterion was a poor one.

Criterion 4. Unduplicated number of potential dropouts.

The number of students identified by any one criterion or combination of criteria at the two schools are presented in Table XIII.

TABLE XIII

PDO's Unduplicated Count, 1970-71

Soldan		Enright	
Number	Percent	Number	Percent
1211	41.5%	304	25.5%

The goal of identifying potential dropouts was met.

Objective 4. Factors and causes contributing more specifically to Soldan and Enright students dropping out of school will be identified.

Criterion. Students and dropouts will indicate the factors and causes they feel are responsible for students dropping out of school.

By the end of the withdrawal process every student has had several interviews with school staff. His reason for withdrawal is then coded according to the student accounting system withdrawal codes. (See Appendix A). Withdrawal results are summarized monthly, quarterly and annually as part of the secondary withdrawal system. The results are tabulated by withdrawal code (grouped by withdrawals and dropouts) and by grade, sex and age. The results of the annual tabulation of secondary withdrawals for Soldan are found in Appendix B. The summary of dropouts by reasons is presented in Table XIV.

TABLE XIV

Soldan Dropouts By Reason Codes, 1970-71

Code	Explanation	Number	%
12	Moved/Not Attending School	3	1.2
25	Pregnancy/Not Attending School	2	0.8
27	Physical Health	12	4.9
30	Suspension - Not Reassigned	0	0.0
35	Entered Armed Service	13	5.3
36	Entered Verified Employment	4	1.6
41	Needed at Home	1	0.4
45	Lack of Interest	209	85.0
49	Non-Attendance	0	0.0
52	Marriage	2	0.8
54	Reason Unknown	0	0.0
	TOTALS	246	100%

From the table it is apparent that most of the students withdrawn from Soldan withdrew for the reason "lack of interest". The only other categories with an appreciable number were "physical health" and "Armed Service".

Towards the end of the year, a questionnaire was completed by project administrators and a sample of staff representing different functions. Two of the questions concerned this objective: 1) What are the characteristics of the dropout? and 2) How does the dropout differ from the potential dropout? The summary of these responses which follow, should help explain the students' "lack of interest".

What are the characteristics of students who drop out of our school?

Even though each student who drops out of Soldan High School is unique and cannot be sterotyped, the key to his decision to leave school is <u>failure.</u>

"My parents don't have time for me." He has failed to gain outside motivation from his home. His parents want him to do well but lack the time or method to assist him. He is usually from a large family where interest and attention must be divided.

"I don't understand my teachers or what we are studying in class and I'm failing most of my subjects. Anyway, who cares?" He has failed to receive attention and understanding from the school and is "turned off" as a result of feeling lost in the shuffle. His interpersonal relations with teachers and administrators has usually been poor or nonexistent.

"I just have too many other worries in my own life to keep up with school". He has failed to attend school regularly because of financial or parental demands placed upon him. He may be married, a parent, or the breadwinner.

"I don't know what I want to do, I just don't care much about school." He has failed to set for himself any defined goals. He has difficulty in visualizing success in terms other than material acquisition. School, for him, is not relevant for he doesn't think it shows him how to get money. Having money is important to him for it helps to compensate for the lack of other things society values, such as a stable homelife.

"I want to be cool like my friends on the street. Hanging around school is a bore and can't help me get ahead." He has failed to perceive the school as a vehicle to a more permanent success as opposed to the veneer-like success evidenced by the "guys on the block".

In summary, the student who drops out of our school has experienced failure for a variety of reasons and therefore has adopted a negative attitude toward traditional education. He has rarely found himself successful in a school environment, and is therefore hesitant and unwilling to contribute his time and effort to school.

Are they different from potential dropouts? In what way?

The dropout and potential dropout are indeed different from the standpoint that the potential dropout is still in school. What prevents some from dropping out seems to be related to the school's ability to identify them and their educational needs. Both groups react to the same types of frustrations and feelings but the potential dropout is motivated by some force which prevents him from dropping out of school. In many instances, although they are turned off from academic setting, they are getting support from the home. In other cases, the PDO is concerned or involved with some other aspect of school--athletics, friends, social functions, extra-curricular activities, etc.

The main difference between a PDO and DO is the support he's receiving from home or peers. Someone is telling him to stay in school. Someone is preventing the potential dropout from walking out of the school door.

The Social Workers in the project were employed to contact students who had dropped out. At the time of this endeavor, the number of dropouts was 198; 182 of these were contacted. Part of the structured interview asked why the student had dropped out of school. Table XV presents a tally of their responses.

The Social Workers interviewing the dropouts made a judgement of why the students dropped out. These narrative conclusions of the Social Workers support the data presented in the table. One finding of this survey was that seven of the dropouts were enrolled in other programs of education.

Project goal of identifying specific factors and causes of students dropping out was met.

TABLE XV

Students Reasons For Dropping Out Of School
(Duplicated Tally) N = 198

	Reason	Number of Responses	Percent
a	Desire to get job and money	37	18.7
b	Curriculum irrelevant to employment	16	8.1
c	Persuasion of out-of-school friends	19	9.6
d	Feelings of failure	18	9.1
e	Pregnancy	11	5.6
f	Personal clashes with teachers	12	6.1
g	Lack of adequate clothing	3	1.5
h	Insensitivity of school personnel	1	0.5
i	Lack of counseling	5	2.5
j	Other (describe)	29	14.6
k	No Response	81	40.1

Purpose II. Entry of students into successful post-high school education and/or successful post-high school employment.

Objective 1. Graduates will enter post-high school educational programs.

There were 483 graduates from Soldan High School in 1970. A follow-up study was made in October, 1970, to determine what the students were doing after graduation. The number of respondents to the questionnaire and social worker contact was 260. See Table XVI for a distribution of the responses.

Data for Work-Study graduates is also included in the table. The random sample of graduates contacted by Social Workers was undertaken to determine whether the incomplete response to the questionnaire was biased. A Chi-square test for independence was run to determine whether the two samples must be considered as belonging to different populations. Chi-square was 1.15. ($.50 < p < .70$). The alternate hypothesis that both samples belong to the same population is retained.

TABLE XVI

Occupation Status Of Soldan 1970 Graduates
(October 1970)

	Number	Respondents	Non Respondents	Not Contacted	Empl.	In Sch.	Unempl.
Total	483	260	223	12	95 (36.5)	123 (47.3)	42 (16.2)
W/S	39	35	4	-	10 (28.6)	18 (51.4)	7 (20)
Other	444	225	219	-	85 (37.8)	105 (46.7)	35 (15.5)
Sample	40	34	6	-	15 (44.1)	13 (38.2)	6 (17.7)
Non Sample	404	191	213	-	70 (36.6)	92 (48.2)	29 (15.2)

Number in parenthesis indicates percent of respondents.

Of the 260 respondents, 123 (47.3%) were in post-high school educational programs.

The project goal (1969-70) of 25% was met.

Objective 2. Graduates will enter into an occupation.

Of the 260 respondents to the follow-up study, 95 (36.5%) were employed.

This result is slightly short of the project goal (1969-70) of 40%.

TABLE XVII

Goal Achievement For Soldan Graduates, 1970

	Employed	Education	Total
Goal	40%	25%	65%
Obtained	37%	47%	84%

III. Project Components

A. Work-Study Component

Product Objectives

Purpose I. Successful participation of students in school programs.

Objective 1. The work-study students will have had successful experience in the program.

Criterion 1. Successful completion of the course as determined by a work-experience grade of "C" (average) or better.

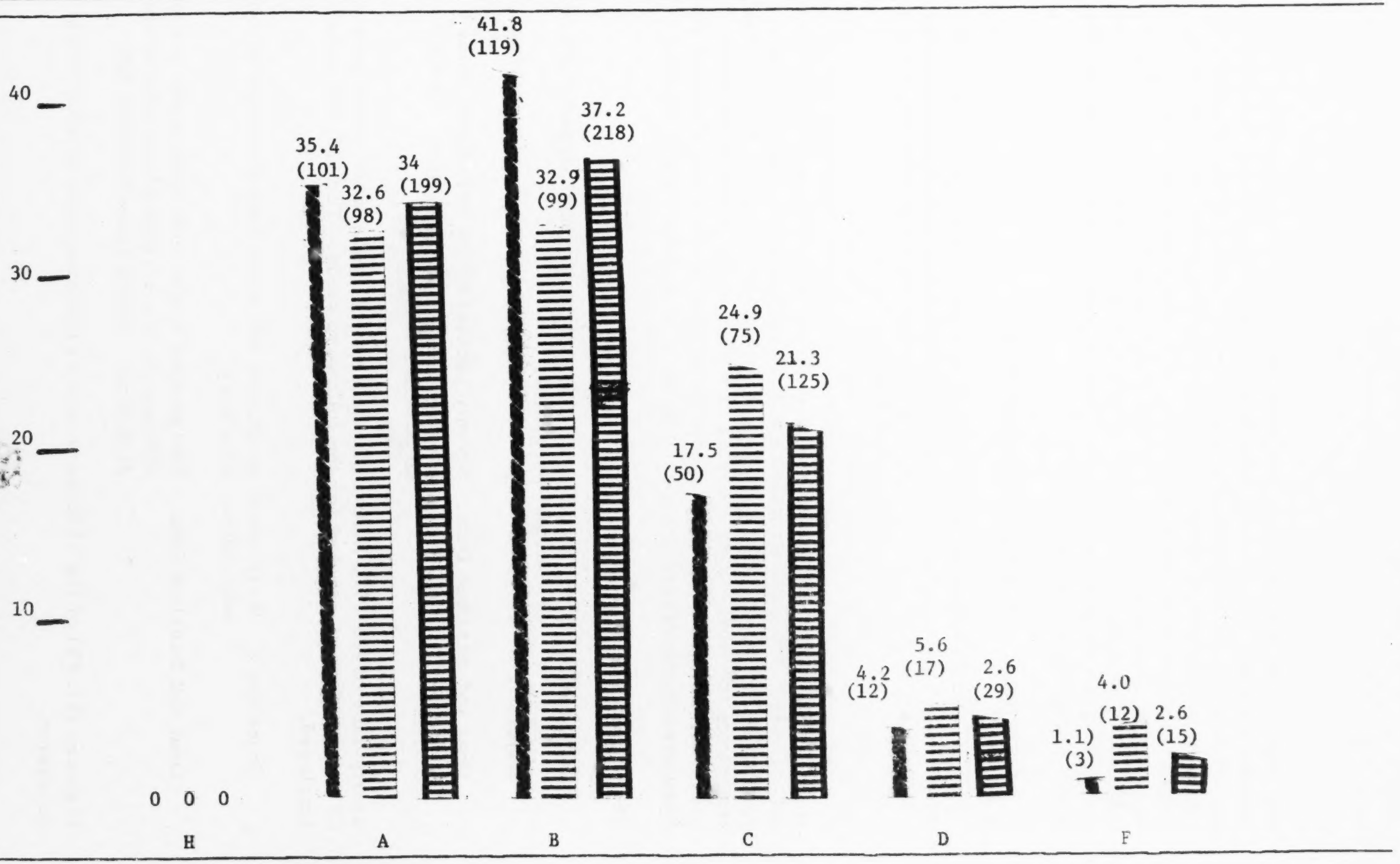
Goal and Baseline Data. Sixty-five percent of the 1970-71 work-study students will successfully complete the course. Baseline data is the percentage of 1969-70 W-S students (80%). Lower goal is retained since poorer achievers and PDO's were recruited for W-S in 1970-71.

During the year 403 students were enrolled in the work-study program. Of these, 326 remained in the program through the semester for a retention rate of 80.8%. During the first semester, 285 students were assigned grades for credit, of which 270 (94.7%) were "C" or better. During the second semester the success ratio was 272 out of 301 or 90.4%. See Figure XVIII for the grade distribution for work-study students in the work experience program.

Criterion 2. Absenteeism from the job.

Goal and Baseline Data. Baseline data is not available.

Work Study Work Experience
Grade Distribution, Soldan High School
1970-71



The attendance of work-study students on the job was taken from the student payroll. The overall attendance rate on the job for the year was 88.6%, for an absenteeism rate of 11.4. Figure XIX presents the work-study attendance rates. The diagram compares the work-study work attendance with the Soldan ADA. This data indicates that the work-study attendance on the job was higher than the average daily attendance of students at Soldan for every quarter except the first. Furthermore, the distribution is different, with a peak at mid year rather than in the beginning of the year.

Criterion 3. Absenteeism from school.

Goal and Baseline Data. The rate of absences from school of the 1970-71 work-study students will be 10% less than their school attendance the previous year.

The percent average daily attendance at school was completed for all students who remained in the work-study program during the 1970-71 school year. Then the attendance of the same students the previous year was completed. The results are presented in Figure XIX. School attendance for work-study students was 89.1 while in the work-study program, compared to their school attendance of 86.4 the previous year. Absenteeism decreased from 13.6 to 10.9 for a reduction of 18.4%.

The project goal was met.

Purpose II. Entry into successful post-high school employment or educational programs.

Objective 1. Work-study graduates will enter into an occupation.

Goal and Baseline Data. Seventy percent of the 1970 work-study graduates will enter into jobs. There is no baseline data.

Thirty-nine of the 1970 Soldan graduates were in the work-study program. Of these, 35 were reached for the follow-up study. Ten (28.6%) were employed.

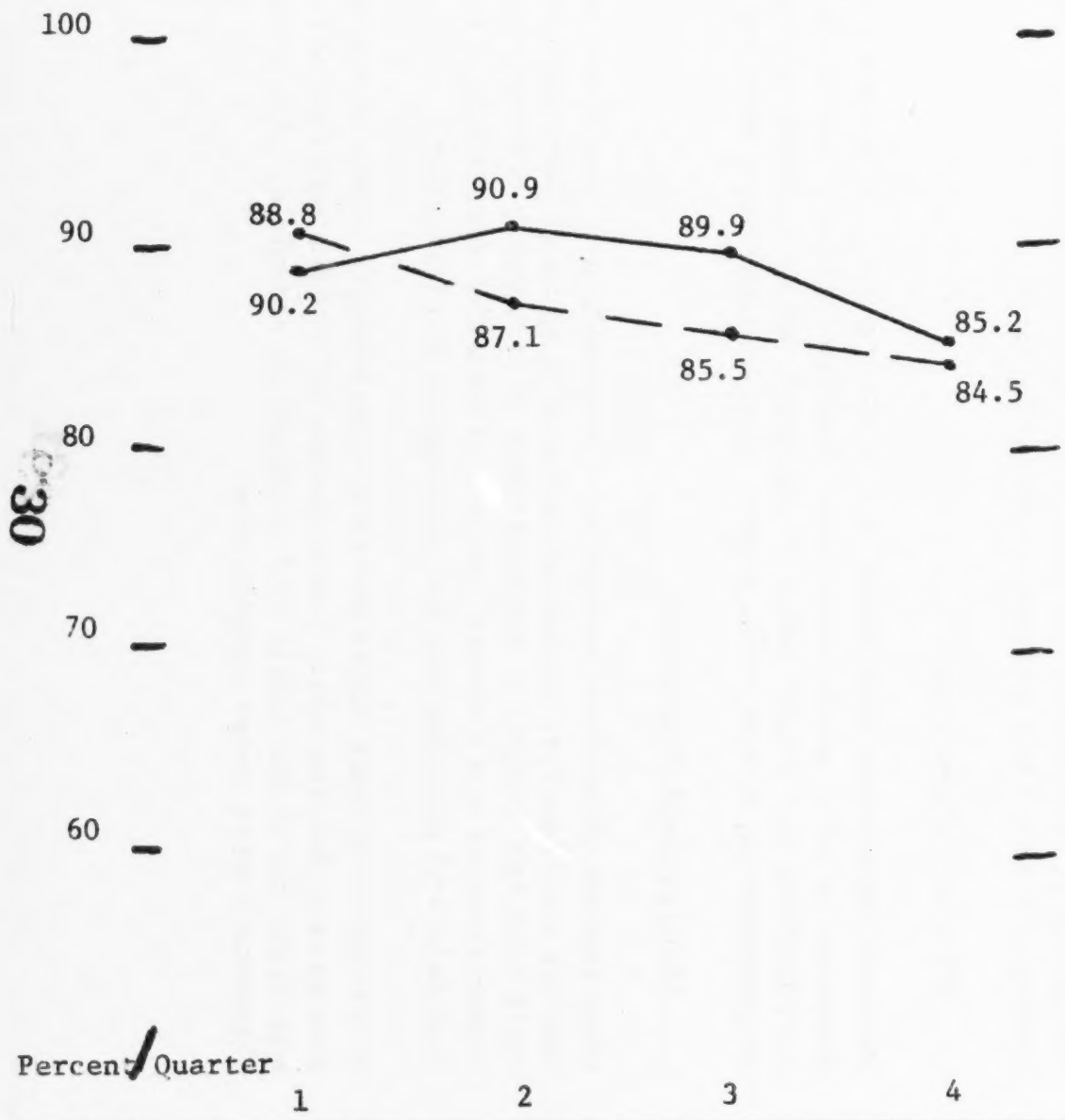
Objective 2. Work-study graduates will enter into post-high school educational programs.

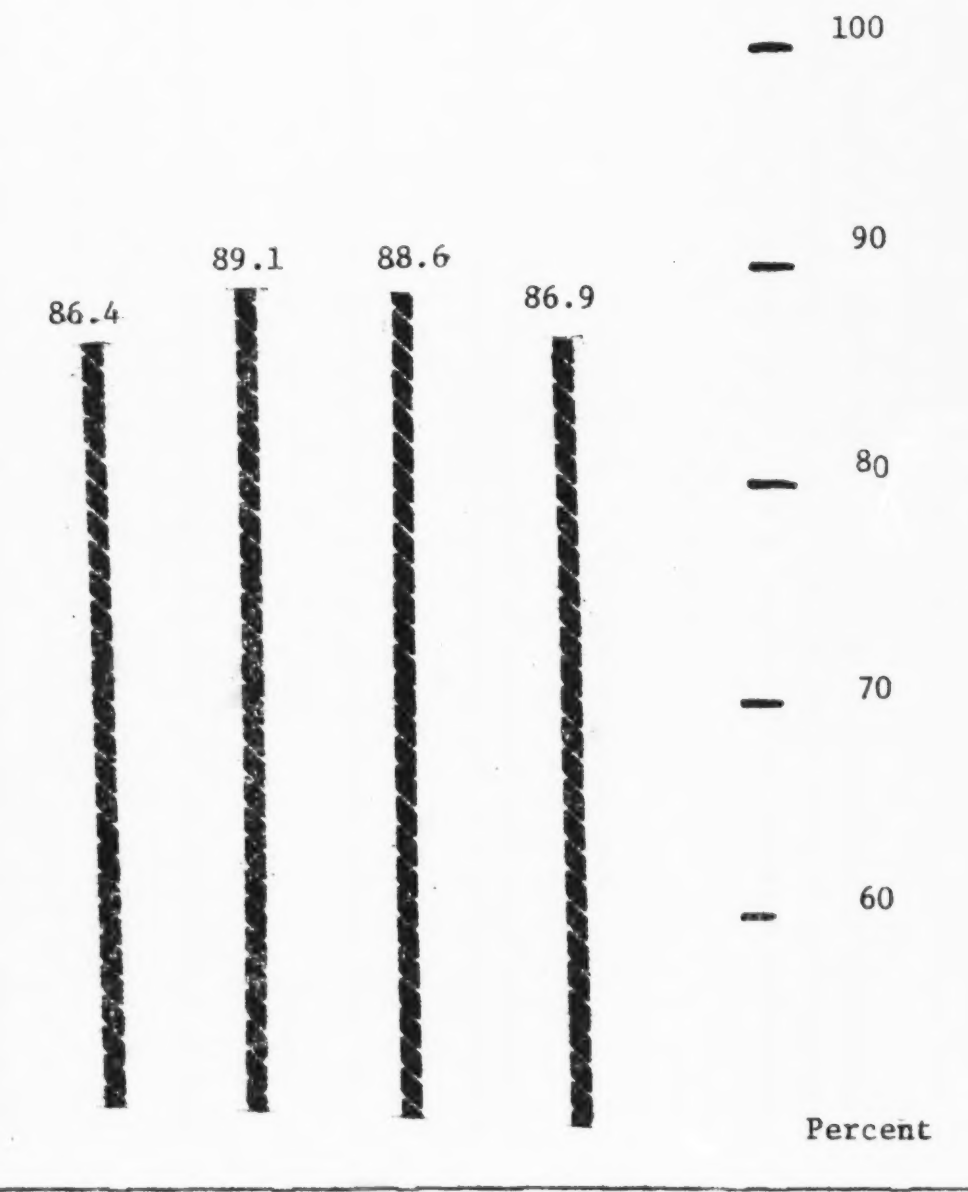
Goal and Baseline Data. Ten percent of the 1970 work study graduates will enroll in post-high school educational programs. There is no baseline data.

Eighteen (51.4%) of the 1970 work-study graduates were in educational programs.

FIGURE XIX

Attendance Of Work Study Students





Combining objectives 1 and 2, 80% of the work-study graduates were employed or in post-high school educational programs. However, the proportion was not in the same direction as the project goal statement.

TABLE XX

Goal Achievement For Work Study Graduates

	Employed	Education	Total
Goal	70%	10%	80%
Obtained	29%	51%	80%

Objective 3. Work-Study graduates will enter into an occupation that they prepared for in work-study.

Of the ten 1970 work-study graduates employed, three (30%) were employed in related occupations.

Project goal of 50% was not met. However, it should be noted that the number on which the percent is based is small.

Process Objectives.

Process objectives concerned the identification and placement of potential dropouts in work-study programs, transportation of students to job sites, coordination and supervision of students, and provision of training and employment in eleven skill areas. These objectives were all met.

Management Objectives.

Management objectives concerned coordination of activities of work-study teacher coordinator, communication with project director, ordering of materials and supplies, management of bi-weekly payroll, scheduling and supervision of bus drivers, report of data for evaluation, review of evaluation data and planning for the subsequent project year.

Some difficulty was experienced in establishing some of these management processes, for example, coordination of work-study teacher-coordinators and ordering of materials and supplies on schedule. All other management objectives were more readily met.

B. Guidance

Purpose. Successful participation of students in school programs.

More directly than any other, the Guidance component expends its efforts on the goals and objectives listed in the evaluation model under overall project objectives. The data there apply also to the Guidance component; however, for sake of economy, they are not repeated here. The objectives listed under the Guidance component in this evaluation model should be considered in addition to those listed under the overall project.

Objective 1. Students will view the school as a vehicle for increasing their potential for success.

Criterion 1. Demos E Scale.

Goal and Baseline Data. Sixty percent of the students will score 25 or less on the E sub scale. There is no baseline data since the instrument of assessment has been changed.

One of the four sub-scales of the Demos D scale that was administered to both student bodies in October pertains to education. The criterion for this objective was a score of 25 or less.

TABLE XX

Demos E Scale Results

Enright		Soldan	
No. Above Criterion	Percent	No. Above Criterion	Percent
945	94.4	2335	96.3

The project objective that students view school as a vehicle for success was met as measured by this criterion.

Criterion 2. Select items of the Demos Scale.

Goal and Baseline Data. The percentage of students responding positively to items 2, 29, 6 and 13 will be 95, 90, 85 and 60 respectively. Baseline data does not exist since instrument of assessment has been changed.

Items 2, 29, 6 and 13 are statements of opinion concerning completion of grades 8, 10, 12 and college. The criterion is a positive response.

TABLE XXI

Select Items Of Demos Scale

Item No.	Enright No. Positive	Enright Percent	Soldan No. Positive	Soldan Percent	"Completing Grade"
2	900	89.9	2356	97.2	8
29	872	87.1	2170	89.5	10
6	913	91.2	2318	95.6	12
13	822	82.1	1798	74.2	College

The positive response was alternative 1 or 2 or alternative 4 or 5 depending on whether the item was positively or negatively worded. The goals were set a priori without any empirical data base; the Soldan responses nevertheless approximated the anticipated results.

That the responses for grade 10 are out of pattern can probably be attributed to the fact that the item could have been read by some as meaning the 10th grade was all that should be attained. Over 95% of the Soldan students responded positively that one should finish high school; 74% felt that college is worth the effort. The results from Enright are highly positive, but do not follow the a priori gradation.

It can be said that the goal of students viewing school as a vehicle for success has been met at least as far as completion of high school and college is concerned.

Objective 2. Student aspiration will be developed.

Criterion 1. Student Progress Chart.

Goal and Baseline Data. Ninety percent of the Soldan students will use the self-evaluation form with their advisors. There is no baseline data.

The Guidance Department at Soldan has devised a student progress chart to be used by advisors with students to help them in self-evaluation and career planning. (See Appendix D.)

At Soldan, 2583 students used the charts; this is 89.8% of the registered students.

Project goal was met.

Criterion 2. Kuder Interest Inventory.

Goal and Baseline Data. Twenty percent of the students will take the Kuder Inventory.

The Kuder Inventory was made available to advisors at Soldan to use with students on a voluntary basis. During the year, 317 students (11%) used this instrument.

Project goal was not met.

Criterion 3. National College Entrance Test.

Goal and Baseline Data. Ten percent of the juniors and seniors will take a national college entrance test.

Students at Soldan have the opportunity to take the Scholastic Aptitude Test (College Entrance Examination Board), the American College Test, and the Scholastic College Aptitude Test (Missouri College Placement Test). During the 1970-71 testing program, 306 students at Soldan were administered these tests. This is 24.8 percent of the number of students registered in grades 11 and 12.

Project goal was met.

Process Objectives.

Two process objectives were explicitly spelled out in the evaluation model.

Operational Process Objective 1. Advisors, Counselors and Social Workers shall attempt to involve students in school programs.

Operational Process Objective 2. Guidance Personnel will place greater

emphasis upon providing the service of the program to those students who have been identified as potential dropouts.

To measure these, a questionnaire was administered. While the results were favorable, the evaluator failed to flag the anonymous instrument such that results of potential dropouts could not be distinguished.

Tallies of advisors' contacts of students were meticulously tallied quarterly on Pupil Data Cards and entered into the Stay computer data system. This process proved to be a great burden to the teacher/advisors at the end of quarter rush time, and the quality of the data was questionable. First, because many advisors did not keep their tallies current but marked them all at the end of the quarter; and because when an advisor disagreed with the data system designation of a student as a potential dropout, he did not attempt to contact the student weekly--a fact that the data system could not keep track of. The evaluator has come to the conclusion that his method of recording data for this process objective was cumbersome out of proportion to its validity and worth.

Other process objectives included identification of potential dropouts, provision of pre-service and in-service training of advisors, individual conferences with potential dropouts, daily group meetings with advisees, and follow-up of student absences and class cuts. All these objectives were met.

Management Objectives.

Management objectives consisted of supervision of guidance staff, coordination of guidance counselors, advisors and social workers, administration of tests and other evaluation instruments, coordination of in-service training, communication with staff and with project director, ordering of materials and supplies, control of expenditures and extra-service payroll, report of data for evaluation, review of evaluation data and planning for subsequent year. These objectives were all met.

C. Continued Education

Purpose. Continued participation of pregnant girls in school programs.

Objective 1. Students will continue in some form of school program during pregnancy.

Criterion. Percent of known pregnancies attending the Continued Education School.

Goal. Eighty percent of known pregnancies will continue in some form of school program.

Known pregnancies at Soldan is arrived at by counting all girls coded as withdrawn for reason code 24 or 25, plus all girls attending the Continued Education School but withdrawn for another reason. (This method is inefficient to the extent that a girl can not consent that her pregnancy be of record and not attend the C.E. school and she will not be tallied.) There were 102 known pregnancies at Soldan during 1970-71. Of these, 98 (96.1%) attended the school for Continued Education.

Known pregnancies for girls from Enright and the Model City Neighborhoods could be obtained only from the enrollment of the school.

The project goal was met.

Objective 2. Students will continue in school after pregnancy.

Criterion. Percent of students who continue in school after pregnancy.

Goal and Baseline Data. Sixty percent of students attending the Continued Education School will continue in schools after pregnancy. Baseline rate for the 1969-70 program year was 79%.

The data that is available thus far for this objective will be reported. The complete data will be available in the Fall after school begins; for the present report, those girls "scheduled to return to school" but for whom no final disposition has been made will not be included in determining the objective. For purposes of this objective, the success ratio is determined from those students for whom some final disposition has been made. It is defined as number returned or graduated divided by the number returned or graduated plus dropouts.

Table XXII presents the disposition of the 153 girls attending the Continued Education School from Project Stay. The data is displayed number and percent by disposition by school. Table XXIII presents a summary of the percent of known pregnancies enrolled in C.E. and the percent of enrollees returned.

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TABLE XXII

DISPOSITION OF ENROLLEES IN CONTINUED EDUCATION 1970-71

		DROPPED OUT	SCHEDULED TO RETURN			RETURNED TO REGULAR PROGRAM; or GRADUATED			TOTAL
SCHOOL		1	2	3	4	5	6	7	
Soldan H	N	10	35	1	7	25	12	8	98
	%	10.2	35.7	1.0	7.1	25.5	12.3	8.2	100.0
				43			45		
Enright H	N	6	4			3	2		15
	%	40.0	26.7			20.0	13.3		100.0
							5		
Model City	N	5	17				13	5	40
	%	12.5	42.5				32.5	12.5	100.0
							18		
Total	N	21	56	1	7	28	27	13	153
	%	13.7	36.6	0.7	4.6	18.3	17.6	8.5	100.0
				64			68		

Column	Explanation
1	Dropped out from Continued Education
2	Scheduled to return to regular classroom
3	Scheduled to remain at Continued Education
4	Summer School; scheduled to return
2,3,4	Total Scheduled to return
5	Returned to Project Stay
6	Returned to other school
7	Graduated
5,6,7	Total returned or graduated

TABLE XXIII

CONTINUED EDUCATION SUMMARY TABLE
Percent Enrolled; Percent Returned

School	Known** Pregnancies	Enrolled C.E.	%	No. Returned or graduated	No. of DO's	Success* ratio
Soldan	102	98	96.1	45	10	81.8
Enright		15		5	6	45.5
Model City		40		18	5	78.3
Total		153		68	21	76.4

* The Success Ratio for the Continued Education program is determined from those students for whom some final disposition has been made. It is defined as number returned or graduated divided by the number returned or graduated plus dropouts.

** This figure could only be determined for Soldan from the student accounting system.

For the overall component, the success ratio was 76.4%. The project goal was met, based on the returns available thus far.

Process Objectives.

Process objectives concerned the identification of pregnant girls, counseling to attend the C.E. school, transportation to the C.E. school, provision of $2\frac{1}{2}$ days of academic instruction per week, and provision of $\frac{1}{2}$ day of health care and instruction per week. These objectives were achieved.

Management Objectives.

Management objectives concerned supervision of Continued Education staff, communication with project director, coordination of ancillary services, ordering of materials and supplies, control of expenditures, report of data for evaluation, review of evaluation data and planning for the subsequent project year.

These objectives were all met.

D. Social and Personal Adjustment

Purpose. Successful participation in school programs of students whose adjustment problems would ordinarily necessitate suspension, or whose personal problems could not be met in the regular school programs.

Objective 1. Students (described in Purpose) will remain in school.

Goal and Baseline Data. Seventy-five percent of the potential suspendees (described in Purpose) will continue in some school program. Baseline data is the percent for 1969-70 (73%).

A potential suspendee is defined a posteriori as a student who was suspended or who attended social adjustment classes. Table XXIV presents the rate of attendance of potential suspendees from Soldan and Enright.

The data shows that 94% of the potential suspendees in Project Stay remained in school, at least in that they began attending the S.P.A.C.

The project goal was met.

TABLE XXIV

Rate Of Potential Suspendees Attending SPAC

	Enright	Soldan	Total
Suspended	11	3	14
SPAC	46	192	238
Total	57	195	252
Rate	80.7	98.4	94.4

Objective 2. Students will return to regular classrooms.

Criterion. Percent of students returning to the regular classrooms or graduating.

Goal and Baseline Data. Fifty percent of the students attending the SPAC will return to the regular classroom or graduate. Baseline data is the percent for 1969-70 (20%).

The full results of this objective will be determined in the Fall. For this report, those scheduled to return to regular classrooms will not be considered. Table XXV presents the disposition of students attending the Soldan and Enright Social and Personal Adjustment Centers. When the success ratio is completed on the basis of students for whom some final disposition has been made, the results are 6.2% for Soldan and 24% for Enright, for a combined success ratio of 9.7%.

If the performance of those scheduled to return to the regular classroom is similar to those for whom some disposition has already been made, the project goal will not be met.

Objective 3. Students will hold positive attitudes toward school.

Criterion one of evaluation model has been omitted.

Criterion 2. Absenteeism.

Goal and Baseline Data. The absenteeism rate of the S.P.A.C. students will be reduced 10% from the 1969-70 rate of Soldan Branch (51.5% absent). There was no baseline data for Enright.

TABLE XXV

Disposition Of Students Attending Soldan and Enright
Personal And Social Adjustment Centers

School		Dropout	Withdrawn or Transfer	Scheduled to Return		Returned to Regular Program or Graduated	Total
				To SPAC	Regular		
Soldan	N	81	3	66	30	12	192
	%	42.2	1.6	34.4	15.6	6.2	100
Enright	N		12		23	11	46
	%		26.0		50.0	24.0	100
Total	N	81	15	66	53	23	238
	%	34.0	6.3	27.7	22.3	9.7	100

The attendance figures for the SPAC students at Enright and Soldan are presented in Table XXVI. Absenteeism is defined as 100 minus percent attendance.

TABLE XXVI
SPAC Attendance, Soldan And Enright, 1970-71

	Aggregate Days		Percent	
	Attendance	Membership	Attendance	Absenteeism
Soldan				
Sem 1	1861	3317	56.1	43.9
Sem 2	2910	5979	48.7	51.3
Annual	4771	9296	51.3	48.7
Enright				
Sem 1	322	528	61.0	39.0
Sem 2	1386.5	1941	71.4	28.6
Annual	1708.5	2469	69.1	30.9

The percent ADA for the year for the Soldan SPAC was 51.3, which means an absenteeism rate of 48.7. The 2.8 percentage points improvement is a 5.4 percent change over the previous year. There was no baseline data with which a comparison of the Enright absenteeism rate of 30.9% could be made.

The 5.4% improvement does not meet the project goal of 10% at Soldan.

Criterion 3. Teachers perceptions.

Goal and Baseline Data. The teachers will perceive 50% of the students as having positive attitudes toward school.

The teachers' perceptions of student attitudes in the Social Adjustment Centers was made every quarter as part of the pupil data system for Project Stay. Table XXVII presents the results.

TABLE XXVII

Soldan SPAC Teachers' Perceptions Of Student Attitudes

Quarter	1		2		3		4	
	N	%	N	%	N	%	N	%
Definitely Negative	16	40	36	40.4	75	52.1	10	7.8
Undecided	8	20	23	25.8	24	16.7	4	3.1
Definitely Positive	16	40	30	33.8	45	31.2	114	89.1
Total	40	100%	89	100%	144	100%	128	100%

From the data, by the end of the year the project goal was met.

Objective 4. Students will perform successfully in school subjects.

Criterion. Number of failing grades of students returning from SPAC.

Goal and Baseline Data. Students returning from SPAC will have failing grades reduced by 10%. Baseline data is the number of failing grades received the semester prior to entering SPAC.

The data for this objective is sketchy at this point. Of the twelve returnees during the second semester of the project year, complete data (pre and post) could be gained on only five students. It is summarized in Table XXVIII.

TABLE XXVIII
Failures Prior And Subsequent To SPAC

	Subjects Passed	Subjects Failed	Credit Attempts
Prior	12	8	20
Subsequent	18	0	18

If this small sample is indicative, the project goal of reduction of failures has been achieved.

Objective 5. The behaviors of disruptive students at Enright will be modified in the self-contained engineered classrooms.

Criterion. Pre and post ratings of 17 "target" behaviors on a five point rating scale.

Goal and Baseline Data. Fifty percent of the students returning from the self-contained classrooms will have modified behaviors. There is no baseline data.

A behavioral rating scale was given to students entering the Enright SAC with 17 behaviors for which the program was designed. The instrument appears in Appendix E. When students were ready to return to the regular classroom, a second rating was made. Of the students returning to the regular classroom, data was obtained on six.

The differences are presented in Table XXIX. The Wilcoxon matched-pair signed-ranks test was applied for individual subjects and for individual behaviors. Practically all differences are in the desired direction. Despite paucity of subjects, significant differences were obtained on three target behaviors. All individual subjects showed significant results.

The project goal was met.

Process Objectives.

Process objectives concerned the identification and placement of potential suspendees in the Social and Personal Adjustment Centers, provision of individualized instruction (engineered classroom approach at Enright and a contract approach at Soldan), provision of in-service training for teachers, provision of individualized and group counseling, observation and reinforcement of student behaviors, and meeting with parents. These objectives were met.

Management Objectives.

Management objectives concerned coordination of activities of Social and Personal Adjustment Center staffs, ordering of materials and equipment, communication with project director, meeting weekly with staffs to review and evaluate, report of data for evaluation, review of evaluation data and planning the subsequent project year. These objectives were all met.

TABLE XXIX

Matrix of d_{ij} for

Behavioral Rating Scale for Enright S.A.C.

where
- i- item on rating scale
- j- subject returned to regular class
- T- Smaller sum of like signed ranks
- N- number of differences
- P- probability

Item / Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	T	N	P
a	2	2	3	3	3	2	3	1	1	1	3	3	0	0	0	2	2	0	14	.01
b	1	1	2	1	2	0	1	0	2	2	2	1	1	0	0	2	1	0	13	.01
c	2	-1	0	1	2	2	2	3	0	0	0	2	0	0	0	1	1	2.5	9	.02
d	1	1	1	1	1	1	1	1	0	1	-1	0	0	-1	0	0	1	13	12	.05
e	3		3	2	2	-1	2	2	3	3	2	1	3	1	3	2	1	2.5	16	.01
f	1	1	2	1	0	0	1	1	1	2	1	1						0	10	.01
T	0	2.5	0	0	0	1.5	0	0	0	0	1.5	0	0	1.5	0	0	0			
N	6	5	5	6	5	4	6	5	4	5	5	5	2	2	1	4	5			
P	.05			.05			.05													

E. Instructional Revision and In-Service Training

Purpose I. Successful participation of students in school programs.

Objective 1. Students will perform successfully in school programs.

Criterion 1. Number of failing grades.

Goal and Baseline Data. The rate of failing grades will be reduced by 10% from the 1969-70 rate of 13.1%.

Grades assigned by teachers are recorded as part of the Grade Reporting System at Soldan. Figure XXX presents the grade distribution at Soldan the second semester. Rate of failures for the overall year at Soldan 1970-71 was 11.6%. This is 1.5 points below the previous year and an eleven percent reduction of the rate of failures. (See the columns at the right of Figure XXX.)

Project goal was met.

Teachers at Enright record the numbers of student failures as part of the project data system. The percent failures for Enright is obtained by dividing this sum by the total number of grades assigned (nine times end of semester enrollment). The percent failures assigned at Enright were 10.2% and 11.8 % for the first and second semesters, respectively; the annual rate of failure was 11.0 %. There was no baseline data.

Criterion 2. Standardized tests.

Goal and Baseline Data. Achievement as measured by standardized tests will be increased 5% over the achievement the prior year.

At Enright, the Iowa Test of Basic Skills is administered as part of the annual testing program. The results for the school year 1969-70 and 1970-71 are presented in Table XXXI.

The composite includes language, arithmetic and vocabulary and reading. There was a slight decrease on this score for grade 8 and a slight increase for grade 7. However, the project goal of 5% was not met.

FIGURE XXX

Grade Distribution, Soldan High School

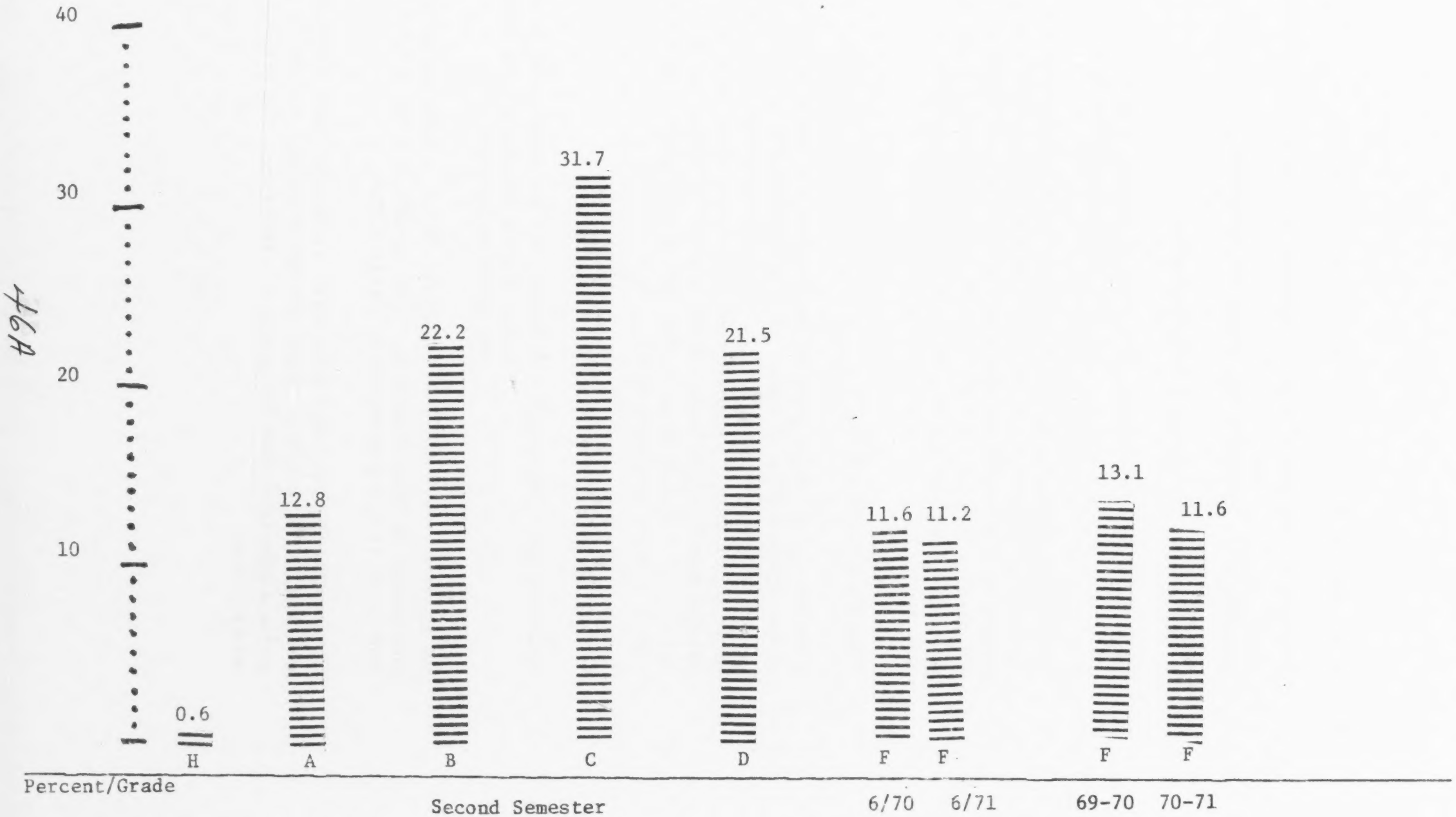

TABLE XXXI

Standardized Test Results, Enright Middle

Grade	Year	Language Total	Arithmetic Total	Composite	Learning Rate
8	69-70	8.5	7.66	8.0	.86
	70-71	8.07	7.91	7.87	.86
7	69-70	7.01	6.63	6.67	.81
	70-71	6.85	6.72	6.78	.85

Testing at Soldan is done on a three year cycle using the Harcourt Brace Evaluation Series. In two years of the testing program so far, the Social Studies and Science batteries have been administered.

TABLE XXXII

Standardized Tests At Soldan High School

Test Name	N	Raw Score Mean	50th PR
Read's General Science	146	25	25.8
Nelson Biology	290	22	17.1
Anderson-Fisk Chemistry	55	16	17.8
Dunning Physics	60	22	15.1
Cummings World History	116	29	33.3
Cleary American History	539	18	37.3

The norms are local norms. This data will serve as baseline data for later testing.

Purpose II. Teachers will be trained in instructional skills and prepared to initiate instructional revisions.

The two objectives in the evaluation model for this project purpose were reported in the interim evaluation report.

What is happening in the instructional revision component is reported by the instructional principal at Soldan.

> Instructional revision is an integral part of the total Project Stay program. It is a component that was determined by a need for greater relevance in classroom instruction, a need revealed in a survey of attitudes made before the program was structured. To this end, the superintendent and the administrators of Stay have encouraged flexibility and a spirit of experimentation - backed by allocation of funds to support our efforts.
>
> The revision or modifications accomplished thus far have been on three levels: Inter-school - Departmental - Individual teacher.
>
> The formation of classes in typing and Spanish at Enright Middle created the need for correlation with Soldan's Business and Language Departments. Thus, these departments in the two schools have planned the transition so youngsters will not repeat, but advance. Average and above pupils at Enright were accepted in some 10 classes for credit; after-school classes, non-credit, were provided others - who maintained their good attendance record throughout the year. This is indicative of their high interest level. From last year's 8th grade credit typing classes, Soldan has formed this year one typing class of in-coming 9th graders. This group will work with programmed materials for the typewriter. One typing class on the 10th grade level will also use programmed materials. The results on the two levels will be compared to determine whether programmed materials can be used more effectively in the 9th or 10th grade. And,of course, adjustments in materials will be made to facilitate progression of present 8th grade typists who began their study in the 7th grade last year.
>
> On the department level, Business Education at Soldan has worked intensively in Typing and General Business with an Achievement Test produced by McGraw-Hill to measure comparatively our students' progress in the areas of general knowledge and production and to measure our teachers' effectiveness. The insights gained have suggested changes in instructional approaches and methods.
>
> Five classes in Spanish on the 7th and 8th grade levels at Enright have again necessitated a carefully planned transition to the high school level.

Present 8th graders will take the equivalent of high school Spanish I. When they come to Soldan in September 1971, they will be scheduled for Spanish 2. Those youngsters now entering Soldan will take Spanish I and will use their knowledge to help beginners in their classes who have come from schools other than Enright.

Again on the departmental level, programmed materials and pupil tutors have reinforced the traditional instructional program.

Correlation in music occurred on the inter-school level when before and after school classes in guitar led to advanced groups this year. Music appreciation classes at Soldan - traditionally thought of as passive, listening experiences - became activity centered with the involvement of these students in guitar playing.

In joint departmental meetings, Social Studies teachers of the two schools determined their respective areas of concentration in U.S. History classes to avoid repetition. At Soldan, many activities on the departmental level supplemented and enriched the classroom experience. One experiment involved use of the continuum approach to U.S. History - the presentation of history as a series of recurring threads. This perspective makes for logical inclusion of a significant amount of Afro-American history in relation to the mainstream of American History. Small group projects, plays, role playing activities and other devices helped implement this approach on the classroom level. Selected classes were involved in the "Youth and the Law" project in which St. Louis University Law students led discussion, answered legal questions affecting the students and heightened their awareness of community resources at their disposal.

Another project in the Citizenship training program was the Mock Trial presented by St. Louis University students to combined Social Studies groups. Preparation and follow up activities in the individual classrooms brought new insights into the legal process. Plans for a U.S. History Resource Center had to be shelved temporarily because of space limitations. The center would have accommodated classes on a rotating basis. Several teachers began work on packaged lessons, designed to enable students to progress at their own rate.

One teacher inaugurated a Tuesday lecture series with various areas of community life represented by carefully chosen speakers. This activity served as an effective link with relevant community affairs.

In the Math Department, a committee continues to work on a program in consumer math designed to make practical applications of math to every day living. This group is also concerned with producing "packages" with provisions for individual differences, and with advancing the project method. Last year the department borrowed some 20 calculators and used them in rotation to provide several classes with experience in the use of these machines. This department also uses advanced students as tutors, and creates interest in math through the operation of a "fun and games math laboratory."

The English Department made excellent use of the funds allocated to it. Over $400 worth of paper backs in the area of Black literature and culture circulated among the classes, in addition to the scholastic magazine "Practical English", used in the standard classes. Among other benefits, these brought a new dimension to the English classes, strengthening the youngsters' self-image through broadened knowledge of their cultural heritage.

In Science, every course was laboratory oriented to an extent exceeding any previous experience.

In Home Economics, a supervised Foods class rotates youngsters to the school lunchroom, where they gain practical experience in cafeteria work. Five members of this class of Juniors and Seniors serve in weekly shifts.

In every area, the many field trips made possible by the Project buses served to extend the classroom activity into related community experiences. Teachers considered these an inherent part of the total experience - there was no entertainment or excursion value attached.

Heightened stimulus variation meant intensified use of the audio-visual equipment available.

A factor in the many experimental activities on the departmental and individual teacher level was the funds for purchase of materials. These kinds of things cost - yet, many variations on the traditional classroom theme were the result of ingenuity on the part of teachers rather than just expenditure of funds. For example, one teacher who tried different procedures with a degree of success shared these by giving a written account of her experience. This sharing, of course, is extremely important if the teaching corps is to benefit from innovative techniques tried and found successful by individuals on the staff.

This program suggests the possibly of experimentation in curriculum modification to accommodate changing needs of a particular school community. This is a direction in which large school systems are tending to move - and certainly the next few years will bring many such changes to our St. Louis system.

Process Objectives.

Process objectives concerned the provision of pre-service and in-service training for teachers, the provision of materials and supplies for classroom use, and the provision of new courses at Enright Middle School. These objectives were met.

Management Objectives.

Management objectives included the scheduling and programming of pre- and in-service training, supervision of teachers, ordering materials and supplies, control of payroll and expenditures, report of data for evaluation, provision of technical assistance, review of evaluation data and planning for the subsequent project year. These objectives were met.

F. After School Activities

Purpose. Successful participation of students in school programs.

Objective 1. Students will participate in voluntary after-school activities.

Criterion 1. Percentage of unemployed students enrolled in non-credit after-school activities.

Goal and Baseline Data. Fifty percent of students who are not employed after school will be involved in voluntary activities. Baseline data was 44.5%(S) and 57.3% (E).

Advisors reported the students employment status as part of the project data system. This information was matched, with data concerning students' participation in after-school activities. Table XXXIII presents the participation figures for Soldan and Enright.

TABLE XXXIII

Participation Of Unemployed Students In After-School Activities

Quarter	Enright			Soldan		
	Unemployed %	N	Total %	Unemployed %	N	Total %
1	41%	484	40%	19%	541	19%
2	38%	467	37%	23%	639	22%
3	37%	445	36%	21%	593	20%
4	36%	445	36%	18%	482	16%

From the data it is clear that participation in after-school activities is higher at Enright both for unemployed students and the total student body. At neither school, however was the project goal of 50% met.

Criterion 2. Percentage of unemployed potential dropouts enrolled in non-credit after-school activities.

Goal and Baseline Data. Fifty percent of students who are not employed and identified as PDO's will be involved in voluntary activities. No baseline data exists.

The same data was tallied for students who had been identified as potential dropouts. Table XXXIV presents the participation figures for Soldan and Enright.

TABLE XXXIV

Participation Of Unemployed Potential Dropouts In After-School Activities

Quarter	Enright	Soldan
1	29%	15%
2	27%	17%
3	25%	17%
4	23%	18%

The project goal of 50% was not met.

Criterion 3. Retention rate of students in after-school activities.

Goal and Baseline Data. Seventy percent of students involved in voluntary activities will continue in the program.

While it was the evaluator's intent to merge the data for the four quarters of after-school activities to arrive at an unduplicated count, technical difficulties prevented it. Consequently, data for this criterion is presented by quarters.

TABLE XXXV

Retention Rate of Students in ASAs

Quarter	Enright		Soldan	
	Average Attendance	Retention Rate	Average Attendance	Retention Rate
1	83.9	92.9	90.0	96.8
2	82.3	80.4	82.7	91.6
3	80.5	89.5	92.9	94.2
4	84.0	93.9	86.1	96.2

Each quarter, the attendance of activities was consistently high. The retention rate was well above the project goal of 70%.

Project goal was met.

Objective 2. Students who enroll in after-school activities will have positive attitudes toward school.

Due to technical difficulties, the data for the objective was not separated out from the overall project data.

IV. Management Evaluation

Purpose I. Project Planning and Organization

Objective 1. Critical management positions will be identified prior to the inception of the program.

Criterion. Specification of selected management functions and roles.

Goal. All critical management positions will be identified prior to the beginning of the program.

TABLE XXXVI

SOLDAN AFTER SCHOOL ACTIVITIES

NUMBER	ACTIVITY	DAYS MET
39	Basketball "B"	Daily
38	Basketball Varsity	Daily
47	Black Student Union	Tues. and Thurs.
31	Bowling Club	Wednesday
21	Cheerleader	Tues. and Thurs.
40	Chess Club	Tuesday
46	Communication Club	Tuesday
22	Cross Country	Daily
23	Distributive Education Club	
24	Dramatics	Wednesday
25	Drill Team	Daily
26	Football "B"	Daily
27	Football Varsity	Daily
42	Future Business Leaders of America	Daily
28	Girls Athletic Association (Basketball & Field Hockey)	Tues., Wed. Thurs. and Fri.
29	Guitar	Daily (A. M.)
29	Guitar	Daily (P. M.)
37	Honors Group	1st and 3rd period Tues.
35	Jam	Mon. and Wed.
32	Karate	Wed. and Fri.
34	Library Aids	Thursday
30	Majorettes	Mon. and Wed.
31	Modern Dancing	Tues. and Thurs.
33	Pep Club	Wednesday
50	Science Club	Friday
43	Spanish Club	Tuesday
53	Tennis Club (Varsity)	Daily
44	Varsity Wrestling	Daily
49	Tennis Club (Girls)	Wed. and Fri.
41	Soldan Football Tigerettes	Wed. and Fri.
48	Track Team	Daily

TABLE XXXVII

ENRIGHT AFTER SCHOOL ACTIVITIES

NUMBER	ACTIVITY	DAYS MET			
		TUES.	WED.	THURS.	FRI.
65	Act-In	X		X	
71	Archery		X		X
78	Art		X		X
96	Baseball-A	X		X	
97	Baseball-B		X		X
85	Basketball-A Boys	X		X	
86	Basketball-B Boys	X		X	
84	Basketball-Girls	X		X	
87	Camera I		X		
88	Camera II			X	
79	Choir	X		X	
66	Fishing	X		X	
95	Folk Dances		X		X
63	Football A	X		X	
64	Football B	X		X	
72	Glee Club		X		
68	Guitar-A	X		X	
75	Guitar-B		X		X
92	Gymnastics	X		X	
90	Gymnastics	X		X	
77	Judo		X		X
82	Karate	X		X	
67	Library-Reading	X		X	
81	Math	X		X	
70	Modern Dance	X		X	
83	Recreational Games		X		
76	Riflery		X		X
60	Skating			X	
13	Softball-Girls		X		X
80	Spanish Conversation	X		X	
99	Swimming		X		
93	Tennis-A	X		X	
94	Tennis-B		X		X
91	Tumbling-Boys		X		X
89	Tumbling-Girls		X		X
73	Typing I		X		X
74	Typing I-A		X		X
61	Typing II	X		X	
62	Typing II-B	X		X	
69	Wrestling	X			

This project goal was met. Management positions were specified as part of the project proposal. During the second project year, it became clear that, with project expansion, other management positions were required. These were specified in the project Continuation Grant Proposal.

Objective 2. Technical Assistance will be sought and utilized when need arises, either during the project planning stages or project operation stage.

Criterion. Utilization of technical assistance.

Goal. Project records will show that when a need for technical assistance was observed, the assistance was in fact obtained.

Technical Assistance in the form of professional management consultant firms was used both in the project planning stage and in the development of the expanded project continuation grant. Both of these firms are described in the Continuation Grant Proposal.

During the project operation phase, consultants have been employed. The quarterly reports to the Office of Education list these consultants and their performance.

This project goal was met.

Objective 3. Performance objectives for both product outcomes and operational processes will be established for the project components.

Criterion. Statement of performance objectives.

Goal. The product outcomes of each project component will be stated. Where feasible, process objectives will accompany product objectives.

The data for this management objective is the evaluation model that this report is following. For each component, for the overall project, and for management, performance objectives were stated.

This project goal was met.

Objective 4. The evaluation model will be revised as required.

Criterion. Auditor's reports and critique, and final evaluation report.

Goal. Project evaluation model will be revised in light of 1969-70 evaluation data and the auditor's reports and critique.

The original project evaluation model was revised in April, 1970 for the first continuation grant. It was further revised in November, 1970 based on the auditors' reports. It was again revised in April, 1971, for the second continuation grant. For all revisions, the auditors' reports, the project performance, and recommendations from the Office of Education were taken into consideration.

Purpose II. Project Installation and Operation.

Objective 1. Project staff positions considered instrumental to program operation and maintenance will be filled prior to the beginning of the project.

Criterion. Project staff positions will be filled.

Goal. All staff positions considered critical to project operation will be filled by the scheduled target date.

The quarterly reports to the Office of Education report all unfilled positions. The only two unfilled positions that were major were for a Social Worker and a Job Developer. However, these positions were not critical to the project operation.

Project goal was met.

Objective 2. Students will be selected and programmed for project participation prior to the beginning of the project.

Criterion. Students selected for Work-Study in the summer follow-up will begin participation in program activities on the target date opening.

Goal. Seventy percent of students selected in the summer will participate on opening date.

During the summer, Social Workers interviewed potential dropouts and slotted them for Work-Study positions. While not every student selected for Work-Study returned, within two weeks of the program initiation, all slots were filled.

Project goal was met.

Objective 3. Facilities, equipment and materials will be readied for the project's scheduled opening date or when required by project personnel.

Criterion. The needed facilities, equipment and materials will be accessible.

Goal. The majority of needed facilities equipment and material.

Project facilities are the regular school buildings owned by the Board of Education. These facilities were ready by opening date. All material and equipment was purchased as needed, with a few exceptions in the work-study program.

Project goal was met.

Objective 4. Expenditure of funds will be controlled.

Criterion. Project budget and objectives.

Goals. (1) All expenditures will be authorized by project director or assistant.

(2) All expenditures will be monitored monthly.

All project expenditures are requisitioned on standard Board of Education forms. These will not be accepted by Division of Purchasing without the signature of the Project Director or Assistant.

Each budget line item is coded by the Board of Education Director of Budgets with the accounting object and function code in use by the Board. All project budget items are grouped under a separate fund number in the accounting system. A monthly condition of appropriations report is issued which presents all expenditures and encumbrances to date by budget line item.

Project goals were met.

Purpose III. Communication/Information Exchange - Project Council

Objective 1. To equip the project with an internal communication system capable of providing a continuous and timely information flow among the project director, key project staff, representatives of critical target groups, advisory groups, and those individuals affected by the program.

Criterion. Two way communication between project management and staff.

Goal 1. Project Council will meet at least monthly.

The Project Council met monthly for the first few months of the project. Thereafter, meetings were ad hoc.

Project goal was not met as stated.

Goal 2. Project Coordinators will report to director at least monthly.

There was no regularly scheduled staff meeting with project coordinators. Meetings were called for specific functions and purposes.

Project goal was not met as stated.

Goal 3. Evaluation information will be fed back into project as generated.

The results of the Demos Scale, the project quarterly reports (stay system), and the interim evaluation report were fed back into the project. Other reports in the form of memoranda were given the project director.

Project goal was met.

Objective 2. The project staff will disseminate project information to the local and state school systems, government agencies (O. E.), Community Groups, and independent educational auditors.

Criterion. O. E. dissemination requirements.

Goal. Project records will show that information to the public and to external agencies was disseminated on a regularly scheduled basis: (1) Project Quarterly Reports; (2) Interim Evaluation Report; (3) Final Evaluation Report; and (4) Short Readible Summary.

The reports listed under the goal have all been accomplished. Furthermore, a dissemination list of community persons, agencies, and businesses has been developed for periodic mailings of project information.

Project goal has been met.

V. Summary and Recommendations

During the second year of the Dropout Prevention Program in St. Louis, the following major successes were realized.

1) The dropout rate at Soldan High School was reduced 22% more over the first project year, which was itself a 36% reduction over the baseline year. In the two years of Project Stay, the rate of dropouts at Soldan has been reduced 50% from the baseline year. (All percents reported are proportional to enrollment.)

2) The suspension rate at Soldan was reduced 89% more over the first project year, which was itself a 77% reduction over the baseline year. In the two years of Project Stay, the rate of suspensions at Soldan has been reduced 97% from the baseline year.

3) The reduction in dropout rate and suspension rate were accomplished without a rise in the absenteeism rate.

4) In the Work-Study component, 326 students in the eleven work-study programs earned 613 semester credit units for work experience.

5) In the Continued Education component, 153 pregnant girls continued their secondary education while pregnant and received health care and instruction. So far 76% of these girls have returned to the regular program.

6) In the Social and Personal Adjustment Component, 46 students at Enright and 192 students at Soldan received more individualized instruction and guidance.

7) Pre-service and in-service training at both Soldan and Enright continued to emphasize communication skills and teaching techniques.

8) Potential Dropouts were identified by three criteria in an attempt to improve efficiency of dropout prediction.

Most of the recommendations stemming from the evaluation of the second project year are recorded in the Project Continuation Grant Proposal. Many of these have already been implemented.

1) Develop for the work-study program manuals and curriculum outlines, including objectives, processes and information relevant to cooperating employers and the job market.

2) Develop a slide and tape presentation for each work-study component.

3) Obtain written contractual agreements with work-study employers.

4) Group work-study students into advisories.

5) Program work-study students into instructional programs together in the areas of English, Mathematics and Social Studies.

6) Retain consultants for advisors to develop skills in behavior modification techniques.

7) Reduce the number of potential dropouts identified.

8) Reduce the number of advisors to whom potential dropouts are assigned.

9) Develop a manual for advisors including an ample set of structured group guidance activities.

10) Strengthen follow-up activities for girls returned from Continued Education.

11) Retain more regular consultants for the Social and Personal Adjustment Centers.

12) Plan distinct after-school activities for SPAC students at Enright.

13) Institute a program, for students with high credit deficiency, leading to a Graduate Equivalency Diploma.

14) Involve relevant community resources more fully in the curriculum.

15) Develop objectives and micro-units for different subject areas.

16) Develop after school activities to interest potential dropouts.

In terms of major priorities, while efforts will continue to reduce the number of dropouts, the rate is already below the projected five year goal and further reductions will be increasingly difficult. Priority should be given to teacher in-service training and to reducing the absenteeism rate. Presumably, the two priorities are related: as students' perception of the instruction program improves, classroom tensions will be reduced, students experience of success will increase and attendance will improve.

Submitted by,

Rufus Young, Jr.
Director

H. Tupper Drane
Evaluator

HTD/RY/bpc

APPENDIX A
WITHDRAWAL CODES
ST. LOUIS PUBLIC SCHOOLS

CODE	EXPLANATION
WITHDRAWALS	
10	Transfer to private or parochial school in metropolitan area
11	Moved out of city/attending school
13	Returned to elementary school
14	Meramec/Missouri Hills, House of Detention
15	Tutorial
24	Continuation school
26	Conduct tending to demoralize school
27*	Physical health
28	Psychological or psychiatric diagnosis and/or treatment
29	Suspension/reassigned to S.L.P.S.
51	Death
53	Did not return/reason unknown
55	Graduation from high school
56	Completed Terminal Education
DROPOUTS	
12	Moved out of city/not attending school
25	Pregnancy/not in school
30	Suspension/not reassigned
35	Entered armed service
36	Entered verified employment
41	Needed at Home
45	Lack of interest
49	Non-attendance
52	Marriage
54	Reason unknown

*This condition is not considered a dropout according to S.L.P.S. student accounting. For purposes of project stay, these students are counted as dropouts.

APPENDIX B

SOLDAN WITHDRAWALS

SCHOOL YEAR 1970- 1971

WITHDRAWALS	9 M	9 F	10 M	10 F	11 M	11 F	12 M	12 F	TOTAL M	TOTAL F
TRANSFER PRIVATE/PAROCHIAL	1					1	1		2	1
MOVED/ATTENDING SCHOOL	11	11	9	6	10	11	5	2	35	30
RETURN TO ELEM. SCHOOL		1								1
MER/MO HILLS-HOUSE DENTENTN	3		1	1					4	1
ASSIGNED TUTORIAL SCHOOL	2	1		1		1		1	2	4
ASSIGNED DELMAR SCHOOL										
ASSIGNED CONTINUATION SCHL		8		15		19		10		52
CONDUCT TEND. TO DEMORALIZE										
PHYSICAL HEALTH		5	1		1	4		1	2	10
PSYCHOL/PSYCHIAT DX/TREAT		1								1
SUSPENSION/REASSIGNED SLPS	1	1							1	1
DEATH					1			1	1	1
NO RETURN/REASON UNKNOWN										
TOTAL BY SEX	18	28	11	23	12	36	6	15	47	102
TOTAL	46		34		48		21		149	
DROPOUTS										
MOVED/NOT ATTENDING SCHOOL		2						1		3
PREGNANCY/NOT ATTENDING SCH		2								2
SUSPENSION-NOT REASSIGNED										
ENTERED ARMED SERVICE	2		2		5		4		13	
ENTERED VERIFIED EMPLOYMENT					3	1			3	1
NEEDED AT HOME								1		1
LACK OF INTEREST	39	16	40	16	50	19	20	9	149	60
NON-ATTENDANCE										
MARRIAGE		2								2
REASON UNKNOWN										
TOTAL BY SEX	41	22	42	16	58	20	24	11	165	69
TOTAL	63		58		78		35		234	
TOTAL BY SEX	59	50	53	39	70	56	30	26	212	171
TOTAL	109		92		126		56		383	

SOLDAN WITHDRAWALS - AGE 15 AND UNDER

SCHOOL YEAR 1970-1971

WITHDRAWALS	9 M	9 F	10 M	10 F	11 M	11 F	12 M	12 F	TOTAL M	TOTAL F
TRANSFER PRIVATE/PAROCHIAL	1								1	
MOVED/ATTENDING SCHOOL	8	8	2	1					10	9
RETURN TO ELEM. SCHOOL		1								1
MER/MO HILLS-HOUSE DETENTN	2			1					2	1
ASSIGNED TUTORIAL SCHOOL		1		1						2
ASSIGNED DELMAR SCHOOL										
ASSIGNED CONTINUATION SCHL		5		2						7
CONDUCT TEND. TO DEMORALIZE										
PHYSICAL HEALTH		2								2
PSYCHOL/PSYCHIAT DX/TREAT		1								1
SUSPENSION/REASSIGNED SLPS										
DEATH										
NO RETURN/REASON UNKNOWN										
TOTAL BY SEX	11	18	2	5					13	23
TOTAL	29		7						36	
DROPOUTS										
MOVED/NOT ATTENDING SCHOOL		2								
PREGNANCY/NOT ATTENDING SCH										
SUSPENSION-NOT REASSIGNED										
ENTERED ARMED SERVICE										
ENTERED VERIFIED EMPLOYMENT										
NEEDED AT HOME										
LACK OF INTEREST	14	5	1	3					15	8
NON-ATTENDANCE										
MARRIAGE		1								1
REASON UNKNOWN										
TOTAL BY SEX	14	8	1	3					15	11
TOTAL	22		4						26	
TOTAL BY SEX	25	26	3	8					28	34
TOTAL	51		11						62	

SOLDAN WITHDRAWALS - AGE 16 AND OVER

SCHOOL YEAR 1970-1971

	9		10		11		12		TOTAL	
	M	F	M	F	M	F	M	F	M	F
WITHDRAWALS										
TRANSFER PRIVATE/PAROCHIAL						1	1		1	1
MOVED/ATTENDING SCHOOL	3	3	7	5	10	11	5	2	25	21
RETURN TO ELEM. SCHOOL										
MER/MO HILLS-HOUSE DETENTN	1		1						2	
ASSIGNED TUTORIAL SCHOOL	2					1		1	2	2
ASSIGNED DELMAR SCHOOL										
ASSIGNED CONTINUATION SCHL		3		13		19		10		45
CONDUCT TEND. TO DEMORALIZE										
PHYSICAL HEALTH		3	1		1	4		1	2	8
PSYCHOL/PSYCHIAT DX/TREAT										
SUSPENSION/REASSIGNED SLPS	1	1							1	1
DEATH					1		1		1	1
NO RETURN/REASON UNKNOWN										
TOTAL BY SEX	7	10	9	18	12	36	6	15	34	79
TOTAL	17		27		48		21		113	
DROPOUTS										
MOVED/NOT ATTENDING SCHOOL							1			1
PREGNANCY/NOT ATTENDING SCH		2								2
SUSPENSION-NOT REASSIGNED										
ENTERED ARMED SERVICE	2		2		5		4		13	
ENTERED VERIFIED EMPLOYMENT					3	1			3	1
NEEDED AT HOME							1			1
LACK OF INTEREST	25	11	39	13	50	19	20	9	134	52
NON-ATTENDANCE										
MARRIAGE		1								1
REASON UNKNOWN										
TOTAL BY SEX	27	14	41	13	58	20	24	11	150	58
TOTAL	41		54		78		35		208	
TOTAL BY SEX	34	24	50	31	70	56	30	26	184	137
TOTAL	58		81		126		56		321	

THE DEMOS D SCALE

By

George D. Demos, Ph.D.

California State College at Long Beach

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WHY YOU ARE DOING THIS: To find out more about yourself so you can do those things which are important to you.

WHAT YOU ARE TO DO:

1. Please fill the spaces below with your name, date, address, age, date of birth, your sex, grade in school, name of school.

Name		Date
Address		
Age	Date of Birth	Sex
Grade in School	Name of School	

2. In this booklet are 29 statements. Under each statement are five answers.

   Choose the one answer you agree with most. And draw a circle around the one answer you agree with most.
   Then go on to the next statement. Do this until you finish the booklet. You will have time to finish the booklet.

3. Please turn the page and begin.

Do Not Write Below This Line

DDS PROFILE

Clinical Probabilities

BASIC AREA SCORES	DDS TOTAL SCORE	Little: 5 in 100	Some: 25 in 100	Even: 50 in 100	Strong: 70 in 100	Very Strong: 90 in 100
		0 – 29	30 – 49	50 – 69	70 – 89	90 – 145
T		0 – 5	6 – 15	16 – 25	26 – 35	36 – 50
E		0 – 5	6 – 15	16 – 25	26 – 35	36 – 45
P		0 – 5	6 – 10	11 – 15	16 – 20	21 – 25
S		0 – 5	6 – 10	11 – 15	16 – 20	21 – 25

REMARKS:

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W-85A
1 2 3 4 5 6 7 8 9
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	B-1	W-5	C-2	S-4	G-3	T-2	H-4	M-1	R-5

T	1.	TEACHERS UNDERSTAND THE PROBLEMS OF STUDENTS: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
E	2.	FINISHING THE EIGHTH GRADE (OR ELEMENTARY SCHOOL) SHOULD BE DONE BY: Nearly everyone / Most people / Some people / Few people / No one
P	3.	IT IS GOOD FOR FRIENDS TO HELP ONE MAKE UP HIS (OR HER) MIND: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
P	4.	IT IS GOOD FOR PARENTS TO PUT PRESSURE ON THEIR CHILDREN TO GET AS MUCH EDUCATION AS POSSIBLE: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
T	5.	TEACHERS CARE ABOUT THEIR STUDENTS: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
E	6.	IT IS NECESSARY FOR ONE TO HAVE A HIGH SCHOOL EDUCATION: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
S	7.	IT IS WORTHWHILE TO TAKE PART IN SCHOOL ACTIVITIES: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
T	8.	TEACHERS ARE TOO HARD WHEN THEY PUNISH STUDENTS: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
E	9.	IT IS IMPORTANT TO EARN GOOD GRADES IN SCHOOL: Nearly always / Most of the time / Sometimes / Very few times / Nearly never

		B-1	W-5	C-2	S-4	G-3	T-2	H-4	M-1	R-5
E	10.	IT IS WORTHWHILE TO DROP OUT OF SCHOOL AND GET A JOB: Nearly always		Most of the time		Sometimes	Very few times		Nearly never	
E	11.	SCHOOL SUBJECTS ARE VERY USEFUL: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
E	12.	SCHOOL SUBJECTS ARE VERY INTERESTING: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
E	13.	IT IS WORTH THE TIME, MONEY, AND EFFORT TO GET A COLLEGE EDUCATION: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
T	14.	A STUDENT WITH PROBLEMS CAN GET HELP FROM A COUNSELOR: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
T	15.	WHEN ONE HAS TROUBLE WITH SCHOOL WORK, IT IS A GOOD IDEA TO TALK IT OVER WITH THE TEACHERS: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
E	16.	IT IS WORTHWHILE TO WORK HARD AND BECOME INTERESTED IN EVERY SCHOOL COURSE ONE TAKES: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
S	17.	IT IS MORE IMPORTANT TO HAVE A GOOD TIME IN SCHOOL THAN TO STUDY AND LEARN: Nearly always		Most of the time		Sometimes	Very few times		Nearly never	
P	18.	IT IS MORE IMPORTANT TO DO WELL IN SPORTS THAN IN CLASS WORK: Nearly always		Most of the time		Sometimes	Very few times			Nearly never

		B-1	W-5	C-2	S-4	G-3	T-2	H-4	M-1	R-5
P	19.	IT IS A GOOD THING TO BE IN A GANG WHILE GOING TO SCHOOL:	Nearly always		Most of the time	Sometimes	Very few times		Nearly never	
T	20.	TEACHERS ARE NOT FAIR WHEN THEY GIVE GRADES:	Nearly always		Most of the time	Sometimes	Very few times			Nearly never
S	21.	IT IS GOOD TO TAKE PART IN CLASS DISCUSSION AS MUCH AS POSSIBLE:	Nearly always	Most of the time		Sometimes		Very few times		Nearly never
T	22.	STUDENTS SHOULD FEEL FREE TO DISAGREE WITH TEACHERS:	Nearly always	Most of the time		Sometimes		Very few times		Nearly never
T	23.	THE PRINCIPAL AND VICE-PRINCIPAL HELP THE STUDENTS:	Nearly always	Most of the time		Sometimes		Very few times		Nearly never
S	24.	ALL STUDENTS SHOULD TRY TO BECOME SCHOOL LEADERS:	Nearly always	Most of the time		Sometimes		Very few times		Nearly never
T	25.	TEACHERS PICK ON CERTAIN STUDENTS:	Nearly always		Most of the time	Sometimes	Very few times		Nearly never	
P	26.	STUDENTS IN SCHOOL ARE VERY UNFRIENDLY TO ME:	Nearly always		Most of the time	Sometimes	Very few times		Nearly never	
T	27.	TEACHERS SHOULD GIVE MOST OF THEIR HELP AND ATTENTION TO THE GOOD STUDENTS:	Nearly always		Most of the time	Sometimes	Very few times		Nearly never	
S	28.	IT IS WORTHWHILE TO HAVE GOOD ATTENDANCE IN ALL CLASSES:	Nearly always	Most of the time		Sometimes		Very few times		Nearly never
E	29.	IT IS IMPORTANT TO FINISH THE TENTH GRADE:	Nearly always	Most of the time		Sometimes		Very few times		Nearly never

END

APPENDIX D
SOLDAN HIGH SCHOOL
SAINT LOUIS

STUDENT SELF-RATING.....SCHOOL SUCCESS.....PROGRESS PROFILE

Student's Name _____ Grade _____ Advisor _____

1970-71 RATING:	Low 1	Average 2	High 3
	ACADEMIC ACHIEVEMENT		
	Mostly D's & F's	Mostly C's	Mostly B's & A's
1st Qtr			
2nd "			
3rd "			
	ACADEMIC PROGRESS		
	Deficient in credits	Normal credit total	Ahead in credits
1st Qtr			
2nd "			
3rd "			
	CITIZENSHIP		
	Low----mostly 3's	Fair----mostly 2's	High----mostly 1's
1st Qtr			
2nd "			
3rd "			
	SELF-DISCIPLINE		
	Often In Conflict	Infrequent Conflict	Rare Conflict
1st Qtr			
2nd "			
3rd "			
	SCHOOL ACTIVITIES AND ORGANIZATIONS		
	Non-member	Member of one	Member of several
st Qtr			
nd "			
rd "			
	CLASS WORK		
	Little effort	Only meeting requirements	Active participation
	SCHOOL ADJUSTMENT		
	Dislike school	Merely accept school	Value school highly
t Qtr			
d "			
d "			
	ATTITUDE RE: ATTENDANCE		
	Absenteeism not important	Regular attendance is important	Regular attendance is imperative
t Qtr			
d "			
d "			
	BENEFIT FROM SCHOOL		
	Personal needs not served by school	Some needs met by school	Needs are well served by school
t Qtr			
"			
"			

TOTALS: 1st rating _____ 2nd rating _____ 3rd rating _____
DATES _____ _____ _____
Highest score: 30 Lowest score: 10

INSTRUCTIONS ON OTHER SIDE OF THIS PAGE

INSTRUCTIONS TO THE STUDENT:

With this chart you can make a rating-profile of yourself on three different occasions during the school year.

The ten items on which you rate yourself represent your progress and your adjustment to school life. This graph may help point out to you why you are more, or less, successful in school.

1. Three spaces are provided under each of the ten items so that you can make three bar-graphs.
2. Use the first space for the first rating date. (You will rate yourself three times during the school year.)
3. Place a number (1,2,3) in the small space opposite the item for which you are rating yourself. Do this with each item.
4. Make your graph by shading the spaces from the far left to the right over to the numbers you have entered.
5. If you are uncertain as to how high or low to rate yourself ask your advisor for assistance.

FACTS:

Notice that the first six items represent <u>facts</u> relating to your high school record and performance.

ATTITUDES:

The remaining four items relate to your attitudes, feelings, impressions, or adjustments regarding your high school life.

EXAMPLE (for first rating)

School yr.
1970-71

	ACADEMIC ACHIEVEMENT Mostly D's & F's	Mostly C's	Mostly B's & A's
1st Qtr			
2nd "			
3rd "			

	ACADEMIC PROGRESS Deficient in credits	Normal credit total	Ahead in credits
1st Qtr			
2nd "			
3rd "			

(RETURN TO GUIDANCE OFFICE, ROOM 101, AT THE CLOSE OF SCHOOL FOR FILING)

APPENDIX E

Instructions to
SENDING TEACHER
for using the
Teacher Rating Scale of Pupil Behavior

The rating scale is a list of seventeen behaviors, some desirable, some undesirable. You should rate the student that you are nominating for Social Adjustment according to these seventeen behaviors. For each behavior there is a five point scale ranging from "always" to "never".

Please record your ratings for each behavior on the separate answer sheet. In section I of the answer sheet you will find numbers 1 to 17 corresponding to the numbers next to the behaviors listed on the rating scale. Next to the behavior number on the answer sheet, mark the alternative number ("1" through "5") that corresponds to the alternatives on the behavior sheet:

Thus,	1 = always	/1/	/2/	/3/	/4/	/5/
	2 = usually	/1/	/2/	/3/	/4/	/5/
	3 = sometimes	/1/	/2/	/3/	/4/	/5/
	4 = seldom	/1/	/2/	/3/	/4/	/5/
	5 = never	/1/	/2/	/3/	/4/	/5/

A soft lead pencil must be used to mark the answer sheet.

In the right hand margin next to your section of the answer sheet, please write the date that you are rating the student.

At the top of the answer sheet, fill in the student's name and number in the spaces provided. (The student's number is his testing number.) Under each letter and number, grid in the appropriate box. Next, find the area to mark the student's sex, birth date, and grade.

SENDING TEACHER

RATING SCALE OF PUPIL BEHAVIORS

For each of the items given below, please mark on the separate answer sheet the number which best describes the pupil's behavior.

1. Begins assignments promptly.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

2. "Goofs off" at the time assignments are made (for example, drops pencil, looks out the window, annoys neighbor, etc.).

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

3. Pays attention to teacher's directions.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

4. Perseveres with task for duration of allotted time.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

5. Is attentive to assigned task.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

6. Daydreams in class.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

7. Performs tasks at acceptable rate of accuracy (commensurate with ability).

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

8. Raises hand when wants to seek teacher's attention.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

9. Remains in seat during class (unless directed to move).

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

10. Speaks out loud without permission.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

11. Seeks attention of peers during class (for example, talks to neighbors, removes neighbor's materials, etc.).

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

12. Refuses to participate in classroom activities.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

13. Argues belligerently in classroom and hall.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

14. Fights in classroom and hall.

1	2	3	4	5'
Always	Usually	Sometimes	Seldom	Never

15. Swears directly at the teacher.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

16. Is easily distracted.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never

17. Cuts classes.

1	2	3	4	5
Always	Usually	Sometimes	Seldom	Never